DOCUMENT RESUME

ED 170 934 EA 011 714

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TITLE Decisionmaking in Education. Bibliographies in Education No. 68.
INSTITUTION Canadian Teachers' Federation, Ottawa (Ontario).
PUB DATE Dec 78
NOTE 122p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Decision Making; Educational Administration; Educational Assessment; Educational Finance; Elementary Secondary Education; Foreign Countries; Organization
IDENTIFIERS Canada

ABSTRACT

This bibliography lists material on the topic of decision-making in education appearing during the past five years. In view of the large volume of material available, entries are generally restricted to those dealing with the organization, administration, financing, and evaluation of educational institutions, programs, and systems. Most of the entries are annotated and the availability of many is noted. (Author/IRT)

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No. 68

DECISIONMAKING IN EDUCATION

December 1978

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Decisionmaking in Education

This bibliography lists material appearing on this topic during the past five years. In view of the large volume of material available on decisionmaking, entries are generally restricted to those dealing with the organization, administration, financing and evaluation of educational institutions, programs and systems. In so far as possible the entries are annotated.

Sources consulted include Books in Print (Bowker), the British Education Index (the Library Association), Canadian Books in Print (Univ. of Toronto), the Canadian Education Index (CEA), the Current Index to Journals in Education (Macmillan), the Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (Univ. Council for Ed. Admin.), Public Affairs Information Service (PAIS) and Resources in Education (ERIC).

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Geraldine Channon Gilliss,
Director,
Research and Information
Services

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A. BOOKS

**1. Adams, Charles F. Alienation and the Negotiation Process. 1970. 14 p. Available ERIC. ED 117 846.

The author makes three assumptions in discussing the effect of collective negotiations on teachers' sense of alienation: first, alienation is a multidimensional concept that, in this context, is taken to derive from within the organizational setting of the school system; second, school systems are organized as bureaucracies containing more or less the general characteristics of Weber's "ideal type" bureaucracy; and third, negotiations in school systems deal with both the centralization of authority and the rule structure of the organization. The conceptual scheme based on these assumptions is that teacher alienation from work, the sense of powerlessness and meaninglessness, is related to the extent to which the bureaucratic structure of the school provides the means for teachers to become involved in the decisions affecting the rules and regulations governing their work. The negotiation process is seen as a means whereby teachers may have increased input into the decision-making authority of the organization and, consequently, provide a rule structure that has more meaning to them. Three hypotheses are derived as a guide to further research. What is critical is the degree to which the negotiation process is truly a joint decision-making one and the nature of the rule structure that develops from the negotiations.

**2. Adkison, Judith. The Structure of Knowledge and Departmental Social Organization. 1976. 25 p. Available ERIC. ED 138 223.

A 1975 study of decision-making in three university departments was designed to generate theory about the decision-making process in academic departments. The primary method of data collection was semistructured interviews with faculty members. Results show that members of the three departments shared general professional norms of: (1) individual autonomy; (2) a limited role for the department chairman; and (3) peer review. However, the operational definitions of these norms varied, and these differences can be explained within a theory.

3. Alberta. Department of Education. Experiences in Decision-making. Edmonton: Alberta Dept. of Education, 1971. 82 p.

*4. Alexander, William E., and Joseph P. Farrell. Student Participation in Decision-Making. The Individualized System. H.S.1 Studies. Toronto: OISE, 1975. 125 p.

With Circular H.S.1 1972/73, the Ministry of Education directed Ontario's secondary schools to provide an increased range of course offerings and to allow students as much freedom as possible to choose their own courses. To identify the effects of the individualized "credit system" established by this controversial circular, a number of studies were conducted during the 1972-73 school year. This booklet reports on a study of student participation in school decision-making. Data were gathered from intensive case studies of two schools (one "traditional" and one "free") and from questionnaires completed by 2,860 students, 846 teachers, and 843 student government members from a representative sample of 37 Ontario secondary schools. In their analysis, the authors devote particular attention to examining the need for student participation in decision-making, patterns of influence in secondary schools, student government effectiveness, student government as a pedagogical tool, and the "house system" of school organization.

**5. Alfred, Richard L. The Range and Organization of Data for Research. Paper presented at the Conference on Community College Institutional Research, Princeton, N.J., Aug. 3, 1976. Available ERIC. ED 133 018.

This paper presents two models, one for organizing institutional research and research data, and the other for applying research findings to the decision-making process. The model for organizing research consists of four subsystems: goal-setting, program development, cost-effectiveness, and program review. Each subsystem has a distinctive relationship to the decision-making process and to planning, and each has component data fields which identify and categorize information into seven subject categories: students, programs, community, facilities, finance, staff, and organization. The decision-making model describes an environment for converting research findings into planning concepts. Since planning should be a graduated process that involves the making of decisions which strike an even balance between political considerations and research data, this model takes both competing staff interests and research findings into account through decision alternatives. In the absence of a decision-making apparatus, research is fragmented with no central integrating mechanism and political expediency becomes the dominant force in decisions. These models seek to address the need of translating research data into planning concepts and decision-making alternatives, the crux of the research enterprise.

*6. American Association of Colleges for Teacher Education. Power and Decision-Making in Teacher Education. Washington, DC: AACTE, 1971. 195 p.

During the previous decade, the emphasis was on the expansion of existing institutions and the development of new ones in order to accommodate the growing numbers of students. However, there was no grasp of the major contemporary problems in the social and political fields and the changes which they have produced in the motivations, aspirations, and values of students. The present generation is different, both in composition and character, from its predecessors. The preparation of teachers and school personnel has suffered from additional problems and has failed to maintain the balance between practical experience and academic prestige. Cooperating teachers have not been called on to participate as equals in program discussions or policy formation, but have been treated as second-class citizens, with the result that the teachers are now claiming the right to decide who shall be candidates for the profession and by what standards teachers shall be prepared. There are two related solutions -- to redefine the purposes of the university and to realign the preparation of teachers. Both call for a distinction to be made between the concepts of power and authority, with the purpose of the university recognized as a precarious consensus between the practitioners in the classroom and the faculty members.

*7. Andrew, Gary M. Information-Decision Systems in Education. Itasca, Il: F.E. Peacock, 1970. 177 p.

Educational decision making can no longer depend solely on past experience or mystique -- it demands viable information in the right hands at the right time. Decision makers in education must avail themselves of more sophisticated information processing systems if they are to operate effectively.

**8. Asher, William, and Edward Vockell. Information Quality and Educational Decision Making. Lafayette, Ind.: Purdue Research Foundation, 1973. 158 p. Available ERIC. ED 086 214.

Research investigated: 1) the quality of literature disseminated through an educational information channel, 2) its acceptance level, and 3) its effects upon decision-making. Some 102 research documents were selected from the 1971 entries in Research in Education (RIE), the abstracting and microfiche dissemination service for unpublished literature compiled by the Educational Resources Information Center (ERIC). Researchers assessed the documents' quality and educational decision-makers evaluated their practical utility. Results showed

that the researchers rated the overall quality of the RIE documents as low, but that their acceptance by decision-makers was high. Decision-makers with less research sophistication tended to overrate the quality of the documents; the quality of the materials did not differ among the ERIC Clearinghouses, but was found to vary directly with the quality control level of the organizations which sponsored the research. The study, therefore, indicated that RIE often disseminated low quality information, which was likely to have harmful effects upon its intended audience. A system of rapid refereeing was suggested as a means of maintaining the positive advantages of RIE while reducing the negative consequences.

**9. Association for Institutional Research. Information for Decisions in Postsecondary Education. (15th Annual Forum, St. Louis, Mo.). Tallahassee: Association for Institutional Research, 1975. 437 p. Available ERIC. ED 131 755.

These proceedings include 83 papers and 24 abstracts of papers contributed at the AIR's Annual Forum. Practitioners at two- and four-year colleges and universities, public and private (teachers, department chairmen, and administrators) as well as theoreticians are addressed. Papers fall into 13 categories: (1) presidential address and theme elaboration; (2) planning and management analysis; (3) financial analysis; (4) faculty evaluation, analysis, and development; (5) decision strategies for management; (6) program budgeting; (7) state level planning and analysis; (8) affirmative action and consumer protection; (9) student admission, retention, and follow-up; (10) institutional research: theory and technique; (11) consensus developing techniques; (12) simulation models and management information systems; and (13) course and curriculum analysis.

**10. Baird, J. Hugh. Designing a System for Managing Assessment in Competency Based Teacher Education Programs. Prepared for Competency Based Teacher Education Conference, Plattsburgh, N.Y., August, 1976. 29 p. Available ERIC. ED 129 807.

This is a worktext for assessment management system planners designing competency based teacher education programs. The worktext exercises are based on the following eight questions, which need to be answered specifically as an assessment management system is planned: (1) What information (data) is to be used in making decisions about trainee and/or program? (2) Who uses the data and for what purpose? (3) Who is to collect the data? (4) How often are data to be collected? (5) What instruments and procedures are to

be used in collecting data? (6) When are data needed and how often? (7) In what forms are data to be kept and/or displayed for those who use it? and (8) How are decisions and judgments communicated to those persons who need to know? Two principles are suggested as guides when working through the exercises: (1) Parsimony -- In making a decision, don't collect any more designing competency data nor involve any more persons than are absolutely necessary; and (2) Involvement -- Those affected by a decision should be involved in making it.

**11. Barbe, Richard H. Dynamic Systems and Static Goals: An Educational Dilemma. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March-April, 1975). 1975. 7 p. Available ERIC. MF only. ED 106 897.

Educators have historically tried to limit the openness of the educational system by determining what factors from the society as a whole are allowed to influence decision-making. Other system components have been held to be more properly designed by professionals apart from societal impact. Change through time in the educational system occurs so rapidly that by the time a system is designed and implemented, the objective is out-of-date. A dominant or consensual value of society should not be expressed as an educational goal, but as it can be made manifest in a decision-making strategy.

**12. Barndt, Stephen E. A Study of the Relationship Between Decision Maker's Education and Experience and Alternative Choice in Trade Off Decisions. Wright-Patterson AFB, Ohio: Air Force Institute of Technology, 1975. 63 p. Available ERIC. ED 110 621.

The importance of decision making to organizational existence has provided ample justification for many forms of research into the complex decision making process. The decision making process in modern, large organizations draws inputs from and provides outputs to many smaller internal decision units. Incompatible or conflicting inputs and outputs may result in wasteful suboptimizations. The research report of an investigation conducted among commissioned officers in the U.S. armed forces examines one possible underlying course of such conflicting inputs and outputs: the existence of differences in decision makers' formal education and work experience backgrounds. A decision making experiment was conducted to obtain information bearing on relationships between choice of alternatives and education background, work experience background, and the decision maker's prescribed role. It was found that there were tendencies toward differences in homogeneity of choice

and in adaptability to a change in role among individuals categorized into several educational and experience background categories. Appendixes, which provide the test instruments, education and experience background categories, and test data specifying hypotheses of common choice and change in alternative when role changed, comprise half the document.

**13. Barnes, Roland E. Understanding the Nature of Conflict: A Neglected Dimension in Educational Administration. Pittsburgh: Pittsburgh University, Center for the Study of Desegregation and Conflict, 1974. 17 p. Available ERIC. ED 091 861.

Since conflict may concern goals, roles, or individuals, it is endemic to the decision making process and is particularly evident at the stage of formulating and weighing alternatives. The entire social system of the school may be drawn into or affected by the conflict. If these patterns are free to run their course, the school could quickly enter a state of complete disruption. Fortunately, there are interventions that can affect the course of the conflict and prevent its development into a totally disruptive event. A short annotated bibliography is provided.

**14. Baron, Robert, and Warren Gulko. University Macro Analytic Simulation Model. Paper presented at the Annual College and University Machine Records Conference (21st, Cincinnati, May 17-19, 1976). 1976. 17 p. Available ERIC. MF only. ED 124 197.

The University Macro Analytic Simulation System (UMASS) has been designed as a forecasting tool to help university administrators' budgeting decisions. Alternative budgeting strategies can be tested on a computer model and then an operational alternative can be selected on the basis of the most desirable projected outcome. UMASS uses readily available input data in forecasting and provides on-line displays to enable rapid evaluation of simulated strategies. Hard copy reports provide detailed evaluation of the impact on every university unit plus a file copy for future use. The model is flexible and a decision maker with no programing experience and minimal preparation can execute a simulation and see the results immediately.

**15. Bartunek, Jean M., and Christopher B. Keys. The Effect of Organization Development Training on Goal Agreement among School Faculty Members. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. 25 p. Available ERIC. ED 139 117.

Teachers in schools receiving organization development (OD) training were expected to show greater agreement on school goals than control school teachers. Toward the

end of one school year, faculty-administration teams from seven elementary schools attended OD training. During the next school year these teams conducted workshops for fellow teachers. In each school receiving training, the faculty and administration worked together to develop common goals. Before training and after goal development, faculty members in experimental and matched control schools completed a questionnaire assessing goal agreement. Results indicate that teachers present in OD schools during both years of the intervention showed greater actual and perceived goal agreement than control school teachers. In addition, teachers present in OD schools during only the second year of the intervention showed greater actual goal agreement than teachers present in OD schools both years. The findings suggest that OD training for teacher-administrator teams can be a viable training method.

**16. Benedict, Larry G., et al. Project Pulse: A New Approach to Collecting Information for University Decision Making. Amherst: Massachusetts University, Student Affairs Office, 1973. 11 p. Available ERIC. ED 095 671.

The University of Massachusetts has recently developed and implemented a new student opinion survey system. The concept was based on the perceived need of various university decision-makers for information on student opinion in making various decisions. The purposes of the project were (1) to develop and provide a system whereby a rapid response could be obtained from the student body on any subject matter, especially current events; and (2) to fill a vital gap in available information.

**17. Benner, Richard V. Beyond the Political Model: A Strategic Model of Governance. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. 19 p. Available ERIC. ED 137 934.

This paper describes a strategic (or situational) model of governance that focuses on organizational decision-making activity. This model differs from other organizational models in that it focuses on the issues about which the activities of an organization are focused. This situational model has several advantages. First, it provides a conceptual framework in which to view and understand decision-making over time. Second, the model provides an understanding of the types of situations with which the administrator must contend within the organization and the means of identifying each type. Third, the model suggests what the most effective decision-making structures and processes are in relation to the conditions confronted. Fourth, the model explains why decision-making structure and processes can become ineffective and fail as conditions change.

**18. Berger, Allen, and Charlene Andolina. How Administrators Make Decisions About Reading and Other Language Arts in Schools Throughout the United States. Pittsburgh: School of Education, Univ. of Pittsburgh, 1976. 13 p. Available ERIC. ED 136 245.

In order to assess the role that research plays in educational decision making and to evaluate the ways in which administrators learn about the educational practices which find their way into schools, a four-page questionnaire was sent to the superintendents of 1000 school districts throughout the United States. Superintendents were asked to enhance the researchers' understanding of instructional changes in reading and the other language arts by detailing sources of information about educational practices and by explaining the degree of their familiarity with and implementation of educational practices. Data indicated that the information sources used by educational decision makers were, in order of their importance: journals, periodicals, and bulletins; school or district inservice education; course work and textbooks; informal meetings; conference proceedings; and the Educational Resources Information Center (ERIC). Findings indicate that many schools in remote parts of the nation are engaged in educational innovation. Location, therefore, does not play a large part in the research/practice relationship. What does seem to make a difference in decision making is the presence and concern of one or two key people -- teachers or administrators.

**19. Black, Walter P., et al. Enhancing Decision Making Through Information Dissemination: A Test of the "Planning Guide". Durham, N.C.: National Lab. for Higher Education, 1974. 33 p. Available ERIC. ED 090 922.

A pilot study sought to determine if the "Planning Guide" provided useful assistance to college personnel needing to collect data about their own institutions. The Guide is a looseleaf manual developed by the National Laboratory for Higher Education and designed to organize information regarding an institution's: 1) current status; 2) assumptions, goals, and objectives; 3) organization, policies, and strategies for implementing change; 4) budgeting techniques; and 5) evaluation tactics. The Guide was distributed to five institutions and used over an eight-month period. The progress in planning made by each varied substantially, depending upon the experience, planning staff, and resources available. In general, it was concluded that the Guide was an effective means for collecting and disseminating data needed for decision-making, particularly when regarded as a dynamic tool which could be shaped to fit local needs. Minimal outside consulting time was required and it seemed that the Guide was more appropriate to smaller colleges than to large universities.

**20. Blanchard, Paul D., and Robert L. Kline. The Importance of Regionalism in the Decision-Making Style of Local Boards of Education. Paper presented at Conference on the Urban South: Perspectives and Retrospectives, Charleston, South Carolina, March 25-26, 1977. Available ERIC. ED 136 377.

This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied -- representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas -- whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways.

**21. Bo..ey, Lewis A. Changes in Organizational Climate Associated with Development and Implementation of an Educational Management System. Paper presented at Amer.rican Educational Research Association Annual Meeting (New Orleans, Feb-March, 1973). 1973. 16 p. Available ERIC. ED 082 324.

A large urban school district has undertaken the development of an Educational Management System and monitored the impact of the administrative innovations on organizational climate. The participation of both teachers and administrators in management and decisionmaking is complemented by periodic assessment of progress in accomplishing the objectives. Principals' perceptions of changes in organizational climate as a result of these task-oriented administrative innovations demonstrated significant change from Theory X to Theory Y style on each dimension of Likert's Organizational Climate Questionnaire. There was evidence of change in the character of motivational forces; goal setting; performance expectations; and in the communication, interaction-influence, decisionmaking, control, and leadership processes. These changes remained intact during the second operational year.

**22. Bowen, Howard R. Systems Theory, Excellence and Values: Will They Mix? Washington: National Association of College and University Business Officers, 1977. 6 p. Available ERIC. MF only. ED 136 637.

Academic planning in higher education is strongly influenced by business management theories and practices. The author questions the usefulness of this approach because the nature of higher education differs from the nature of a profit-making business. However, rational planning to achieve efficiency is relevant if efficiency is not confined to values that are measured in money or traded in a market. Academic planning must take into account all the benefits whether or not they are readily quantifiable, and must consider all the costs whether or not they are quantifiable. An analogy between higher education institutions and the family is drawn to illustrate this. The point is also made that more knowledge is needed about the relation between the resources and technologies employed and the true outcomes in human terms to make academic planning possible. Several examples of the decision-making process in long-range planning are given to illustrate the kinds of questions that must be answered in the planning activity. The main task of planning is to implement a coherent philosophy of higher education that sets the general costs and results and to communicate the plan to the academic community through a consistent pattern of decisions.

**23. Bridge, R. Gary. Parental Decision Making in an Education Voucher System. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April, 1974). 1974. 32 p. Available ERIC. ED 098 656.

Parental decisionmaking is the keystone of any voucher model. This paper examines the parental decisionmaking process as it has unfolded in the educational voucher experiment in the Alum Rock school system near San Jose, California. The author assumed at the outset that parents cannot make intelligent choices between schooling alternatives if they lack knowledge about the alternatives or if they are unable to see the differences between the alternatives. The author found that the Alum Rock experience seems to support the voucher model premise that parents want to influence school decisions and that the use of vouchers will increase parental interest in school decisionmaking. The assumption that parents are competent to make schooling decisions received only mixed support from the results of the Alum Rock demonstration. At the onset of the demonstration, ignorance of voucher opportunities and

policies was greatest among the segment of the population that was supposed to benefit the most from having a choice in schooling -- the educationally disadvantaged. But, as the voucher demonstration progressed, awareness of vouchers increased although non-English speaking Mexican-Americans continued to be the least aware of voucher opportunities.

**24. Briggs, Richard G. What Philosophic Questions for Educational Evaluators. Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, April 19-23, 1976). 1976. 18 p. Available ERIC. ED 124 593.

The meanings of "evaluation" and "decisioning" are examined and the function, form, and content of educational evaluation are set forth. Philosophical questions which emerge from epistemology, logic, axiology, ethics, social philosophy, ontology, and metaphysics concerning the nature of people are briefly described. In order to address questions in any given area of philosophy, assumptions must be made about other areas. Persons-in-practice make assumptions which differ from those of other persons-in-practice. It is useful for educational evaluators to be able to sort through differing assumptions in order to develop clear descriptions.

*25. Browder, Lesley H. (Comp.). Emerging Patterns of Administrative Accountability. Berkeley: McCutchan, 1971. 571 p.

The term "accountability" appears today with increasing frequency, particularly in education. This book of readings reflects the growing literature related to its various themes. It works loosely around the accountability theme as it attempts to help an administrator better understand and account for aspects of his job and responsibilities. Its target is the school administrator, a man who must "stand to account" himself while at the same time holding others to account.

**26. Brown, Alan F. Perceptual Development of the Administrator. Paper presented at American Educational Research Association Annual Meeting (Washington, D.C., April-May, 1975). 1975. 21 p. Available MF only. ED 105 566.

Personnel decisions in complex organizations must be made with no final guide other than one's own subjective pattern of person perceptions. From a series of studies an attempt is made to extricate from school principals the perceptual structures that appear to have guided their personnel decisions. The characteristics that they attribute to strong or weak staff members are found to correspond to their positions on four dimensions

of perceptual behavior: complexity--simplicity, explicitness, decision dominance, and role assumption. Interestingly, leadership style was quick to reveal which priorities the principals used in determining which teachers are good teachers. Cultural differences are apparent.

*27. Brubaker, Dale L. Creative Survival in Educational Bureaucracies. Berkeley: McCutchan, 1974. 205 p.

Most educational organizations are based on a bureaucratic model for governance and curriculum and instruction; the authors build a case for a new organizational model that retains the bureaucratic form for governance functions while using the professional form for curriculum and instruction matters.

Part 2 offers a number of operational guides that will aid the decision-maker in getting the most out of his organization as it is presently structured while at the same time working toward a new organizational model. Throughout the book, the reader is placed in the position of a decision-maker who faces a variety of organizational problems and dilemmas.

*28. Brubaker, Dale L. The Teacher as a Decision-Maker. Dubuque: William C. Brown, 1970. 211 p.

This book is designed for prospective teachers and in-service teachers in teacher education programs. It may serve as a text or supplement to a text.

Part I of the book has been written in order to give the reader the conceptual tools and framework in which to understand the school as a social system. The result should be to provide the reader with the analytical tools which will help him to understand any social system in our society.

Part II deals with the important matter of finding a teaching position. Although there is much verbal dialogue on this matter, there has been little writing done in this area.

Part III focuses on the sources of conflict in the school as a social system. Conflict between teachers and parents, teachers and administrators, teachers and teachers, and teachers and students, is the subject of this section of the book.

*29. Canadian Teachers' Federation. Teacher Autonomy and Teacher Decision-making. Ottawa: CTF, 1973. 10 p. (Bibliographies in Education no. 34, C-73103).

A bibliography of approximately 100 entries that deals specifically with decision-making in an education context.

*30. Canadian Teachers' Federation. Teacher Influence on Curriculum. Ottawa: CTF, 1959. 2v. Research Study #4 (C-59302) and Supplement (C-59201).

A study of the part played by teachers in curriculum revision and implementation in Ontario, 1948-1958.

31. Carson, R.B., J.W. Friesen and R.J. Pellegrin. Teacher Participation: A Second Look. Staff Study. Calgary: University of Calgary, 1974. 100 p.

Compares teacher participation in decision-making in three counties in Oregon with participation indicated in a study conducted nine years earlier.

*32. C.D. Howe Research Institute. Staff Speeches; Economic Decision-Making: A Structural Problem and Key Policy Issues 1977-78. Montréal: C.D. Howe Research Institute, 1977. 23 p.

Two speeches are presented. The first, "Economic Decision-Making: A Structural Problem" is of direct importance to this bibliography, dealing with the economic decision-making process in Canada. It is the speaker's contention that the process needs revamping because of the absence of an institutional framework in which conflicting views about the nature of the country's economic problems can be resolved. She offers suggestions, including the establishment of a House of Commons committee to monitor the government's fiscal framework.

**33. Churchman, David, et al. The Theoretical Basis for Formative Evaluation. Paper presented at American Educational Research Association Annual Meeting (Washington, D.C., March-April, 1975). 1975. 14 p. Available ERIC. ED 105 567.

One part of the work being done at the Center for the Study of Evaluation has been the development of kits to assist the staffs of elementary schools wishing to conduct evaluations. The third kit in the series provides specific techniques for conducting a formative evaluation, which includes verifying the extent to which a program has been installed as planned and improving the extent to which objectives are achieved. This paper discusses the relationship between the activities called for in the kit and the definition of evaluation as the process of selecting, collecting, analyzing, and reporting information for educational decision-making. Issues raised by evaluation theorists such as problems of objectivity, setting criteria, units of analysis, sampling, unanticipated outcomes, and continuous feedback used to expand this definition as it applies to formative evaluation are also treated in the paper.

34. Cistone, Peter J. Municipal Political Structure and Role Allocation in Educational Decision-making: An Exploration of One Linkage. Toronto: Ontario Institute for Studies in Education, 1971. 22 p.

*35. Cistone, Peter J. School Boards and the Political Fact. Toronto: Ontario Institute for Studies in Education, 1972. 88 p.

This monograph presents papers by ten experts on such problems as the dynamic tension between the Province and local school districts, the size and inflexibility of the circle of elites who influence policymaking in education, and whether or not participation in policymaking should be broadened.

**36. Coelho, Robert J. Administrative Team Approach -- Development and Implementation. Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, February, 1975). 1975. 21 p. Available ERIC. ED 106 947.

Under current societal conditions in which the environment and the economy are neither stable nor permissive, homeostatic organizations are in extreme danger of being modified, controlled, or extinguished by outside forces. It is no longer a question whether management change should take place in order to keep organization renewal processes at work, but how management is going to change and how this change is going to be controlled. For this reason, it is necessary to take another look at the school as an organization and to examine the organization in light of its systems, its organization goals and problems, its management processes, and the skills and abilities required to keep the organism adaptive and in a state of readiness for contingency management. Against this background, a procedure or set of techniques used in developing and implementing a management (administrative) team in a small, conservative New England school district is presented. Topics covered include self-assessment -- organization diagnosis, central management team's goals for the system, third-party consultants, management training, management development, problem-solving, advocacy levels, temporary systems, time for meetings and modes of operation, and assumptions in the developmental team model.

**37. Coleman, Peter. The Increased Pluralism and Politicization of Public Education -- Coping with Conflict. Paper presented at the Annual Meeting for District Superintendents (Toronto, January 15, 1976). 1976. 30 p. Available ERIC. ED 116 336.

Power, or influence, in educational governance is increasingly becoming diffused. Everyone in education now feels relatively powerless. A political model of decision-making, emphasizing consultation with representatives of interest groups is now appropriate. In this model, the school board functions as "meta-mediator." This modifies the role of senior administrators. The pluralistic power structure, characterized by interest group politics, is now the most common kind. In such systems activist educators are likely to cause and encounter conflict. The skillful exercise of influence in coping with conflict in pluralistic environments is a vital skill for senior administrators. Conflict occurs when groups perceive a divergence of interests, as opposed to a commonality of interests. The chances of peaceful adjustment are maximized when a degree of shared interests exists and when some other conditions, including the existence of institutional arrangements for negotiation, are met. Conflict between the organization and clients is increasingly common and can be extremely difficult to deal with. Two common strategies, attitude change and power, can be used alternately. Conflict management is increasingly a common activity and an essential skill of senior administrators. Training or experience in it is thus an increasingly important qualification for leadership roles.

38. Coleman, P. Policy-making at the School Board Level. Winnipeg: Manitoba Assn. of School Trustees, 1972. 23 p.

**39. Connelly, F. Michael, and Barbara Dienes. The Teacher As Choice Maker in Curriculum Development: A Case Study. Toronto: Ontario Institute for Studies in Education, 1973. 17 p. Available ERIC. ED 083 241.

This paper presents a theoretical account of a two-year case study of eight deliberating teachers in curriculum development. A conception of the eclectic and problematic habits of mind required by intelligent teacher deliberation and choice is presented. The conceptual resolution of the teacher role is based on theoretical considerations of the overall purpose of development, the teacher's role in development, and empirical data obtained in the discourse of deliberating teachers. Results of this study will have educational possibilities for the improvement of curriculum development, for the realization of effective teacher-based curriculum planning, and for the in-service and preservice education of teachers.

**40. Conrad, Marion J. A Conceptual Framework for Comprehensive Educational Planning. Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, Feb. 20-23, 1976). 1976. 17 p. Available ERIC. ED 122 42[illegible]

Comprehensive educational planning can give direction to the total organization, reduce intrasystem problems, and increase the potential of the total educational system. Comprehensive educational planning is a continuous process of establishing goals, gathering data, forming and accessing alternative means of goal achievement, and making decisions about these alternatives. Although the planning process is essentially the same at the state, local education agency, and individual school level, the basic concerns and data needs are strikingly different. Primary focus of this paper is on comprehensive educational planning for the local educational agency, or "tactical" planning.

*41. Conway, James A. Power and Participatory Decision Making in Selected English Schools. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. 31 p. Available ERIC. ED 136 431.

This study investigated the relationship between the power of English school heads and the participation of teachers in school decision-making. Specific objectives of the study were 1) to determine the type and extent of teacher participation in school decision-making, 2) to examine the relationship between teacher status within the school and frequency of teacher participation in decision-making, and 3) to analyze any differences between present and desired decision-making participation by teachers. Data were gathered from questionnaires completed by school personnel from a sample of nine schools in northwest England. The author's analysis indicated that school heads have tended to retain control of both physical and human resources, at the same time as there has been a development toward participative management.

**42. Corcoran, Ellen. Nondecision-Making and Developmental Process. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April, 1974). 1974. 23 p. Available ERIC. ED 091 640.

This paper explores the ramifications and limitations of communication theory and decision theory in analyses of the developmental process. To date, change theory has been of only limited use as a basis for analyses of

process in specific developmental efforts and for comparative studies among projects. It is possible that a more adequate basis for analyses of process requires a concommitant concern for theories of communication and decision-making. Concern with decision-making has often focused on who makes decisions and the status of the decision-makers. Such studies have generally assumed recognized decision points and deliberate decision-making rather than decision by default or nondeliberate decision-making, that is, the failure to identify decision points and to recognize the delimiting nature of those decisions being made. An examination of the nondecisions may be more fruitful than of the decisions and decision process. The author considers the interface of decision-making, nondecision-making, and communication, and their interface with change theories, with particular emphasis on their relevance to the developmental process in two naturalistic urban settings. Desired outcomes include the clarification of possible new ways of looking at the developmental process and the stimulation of research on such areas.

**43. Courtright, John A. Collective Behavior and the Risky Shift: A Theory of Communication Strategy. Paper presented at the Speech Communication Association Doctoral Honors Seminar (University of Michigan, Feb. 1974). 1974. 16 p. Available ERIC. ED 122 338.

The purpose of this essay was to propose a new explanation of collective behavior and to hypothesize the role of communication in this process. Unlike previous theories, which rely on a group effect, this explanation is based on the behavior of individual members of the collectivity. Using the experimental findings of the "risky shift," or the tendency in group decision making to exercise less caution when exposed to group influence, this essay summarizes the research history of the "risky shift," presents two different theories proposed to explain this finding, and examines the manner in which small groups become more risky/cautious as a function of group context. In addition, an extrapolation of small group behavior to the larger collectivity is provided. The implications of cultural values and communications strategies for collective behavior are summarized.

**44. Creager, John A. Policy-Oriented Analysis in an Interactive System. Paper presented at the American Educational Research Association Annual Meeting (Chicago, April, 1974). 1974. 7 p. Available ERIC. ED 089 686.

The Management Information System for Occupational Education (MISOE) supports policy formation at two levels.

On the static level, MISOE provides managers with data about students, teachers, administrators, costs, and the social impacts of educational programs which are essential to the accurate analysis of present policy. On another level, the technique of dynamic simulation is available to help the policy maker to foresee the future consequences of policy decisions before those decisions are made. Although MISOE is designed to support the manager of occupational education in the Massachusetts state system, the basic principles of its design are applicable to similar systems in other states and to systems at other levels and in other sectors of the educational enterprise.

**45. Crowson, Robert L. Educational Planning and Models of Decision-Making. 1975. 20 p. Available ERIC. ED 131 584.

This paper suggests that a first, important step toward a broadening of the skills of the educational planner is a clear conceptualization of some implications that accompany differing styles of decision-making. It has been suggested that planning traditionally employs a rational decision model that leaves the planner poorly equipped to deal with matters of organizational process and governmental politics. Planning, to be more effective, must now begin to proceed in depth into an analysis of, and the development of procedures related to, organizational processes and political bargaining. Each of the three decision models developed by Graham Allison has broad implications for the role of the educational planner. The planner must now begin to devote much time to the theoretical and methodological development of a planning orientation for the two models that have been largely ignored.

**46. Cryer, Rodger E., et al. Shared Decision-Making. A Training Module. School Personnel Utilization. Tallahassee: Florida State Dept. of Education, 1974. 453 p. Available ERIC. ED 101 696.

The School Personnel Utilization Project developed a series of modules to assist school personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial, educational problem solving capabilities. This specific module is on the concept of shared decision-making and its application to school administration. The manual is divided into 12 sections. Included are: (1) discussion of the strengths and weaknesses of shared decision-making in various contexts; (2) a conceptual base and supporting training exercises on different decision-making models; (3) some aspects of problem solving and decision-making through a structured group exercise; and (4)

materials focusing on communication systems and the concepts of accountability and responsibility. A bibliography and a list of practitioners' questions concerning shared decision-making are also included.

**47. Cuttitta, Frederick F. Decision-Making Administrative Behavior: Field-Centred Profile of the Urban School Principal. Paper presented at the American Educational Research Association Annual Meeting (Washington, D.C., April-May, 1975). 1975. 27 p. Available ERIC. ED 105 578.

This paper describes an attempt to develop a theoretical model to guide the collection and interpretation of empirical data related to the administrative behavior of school principals. The author selects Griffith's decision-making theory as the conceptual framework for a study of the administrative behaviors of a group of New York City principals. A feedback system utilizing administrative interns as participant-observers is described, and four categories of decision-making behavior are identified. Although no attempt is made to mold these sets of behaviors into a competency format, the author suggests that his model fosters systematic study of the relationships between given decision-making patterns and the achievement of organizational objectives.

**48. Davis, Benjamin G. Design and Implementation of a Discrepancy Analysis Model for Education Programs. Bethesda, Md.: RMC, Inc., 1974. 26 p. Available ERIC. MF only. ED 099 421.

The management and evaluation of education programs requires a timely, accurate information system. The discrepancy analysis model described aids in providing this information in a format that may be processed and yields the method by which such a system may be developed and implemented. Building from specific statements of expected project performance, this study showed how questionnaires may be developed, analysis plans prepared, and analytical reports produced to enable a reviewer to quickly learn the status of an education project. The system provides two basic types of data for decision-makers: basic descriptive information to permit statistical summaries of program operation to be prepared and reviewed, and operational consistency data which allow decision-makers to review project operations and to function by management-by-exception, concentrating their efforts on those projects most in need of technical assistance.

**49. Davis, S. John. How to Involve Students in Board Decision-Making. Paper presented at the Annual Meeting of the National School Boards Association (36th, San Francisco, Ap. 10-13, 1976). 1976. 12 p. Available ERIC. ED 122 459.

The involvement of students in educational decision-making serves to humanize and personalize the educational system and to carry out the philosophy of participatory management. In the Fairfax County (Virginia) Public Schools, high school students serve on a countywide student advisory council, and a high school student is selected to serve a one-year term on the county school board as a full voting member. Student advisory councils also operate in each area. Participation in school governance is not as high as it was during the 1960s; students now seem apathetic and uninterested in learning the complexities of school management. Student membership on the board of education is not necessarily desirable, since the student advisory councils provide ample feedback for the administration. The administrator should try to take into account the concerns of all the groups served by the school system -- teachers, parents, and community members, as well as students.

**50. Decision-Making in Alternative Secondary Schools. A Report from a National Conference (Woodstock, Ill., February, 1972). Chicago: Center for New Schools, Inc., 1972. 81 p. Available ERIC. ED 083 697.

The "pioneers" of the alternative school movement (schools that have now been in existence from two to five years) have experienced many difficulties in putting their ideas into practice. This report contains a discussion of a conference that focused on the difficulties that have been encountered in involving students, staff, and parents in decisionmaking. Participants at the conference, drawn from many and varied kinds of alternative schools, attempted to develop generalizations about shared decisionmaking that might be of use to other alternative schools. The report contains many of these generalizations and discusses other problems facing alternative schools.

*51. Democracy and Responsibility in Education. Papers from a Conference for District Superintendents of Schools in British Columbia (Harrison Hot Springs, January, 1975). 1975. 54 p.

Three papers are presented under the titles "Trends in the Governance of Education," "Teacher Power Movements and Militancy in Canada" and "The Implications of Responsibility".

**52. Derr, C. Brooklyn. Managing Organizational Conflict: When to Use Collaboration, Bargaining and Power Approaches. Monterey, Calif.: Naval Post-graduate School, 1975. 47 p. Available ERIC. ED 120 905.

A contingency theory for managing conflicts in organizational settings is proposed. Collaboration, bargaining, and power approaches to conflict management are all appropriate, given certain situations. The situations and the costs and benefits of using a given strategy under varying conditions are discussed.

*53. Dornbusch, Sanford M., et al. Evaluation and the Exercise of Authority. San Francisco: Jossey-Bass, 1975. 382 p.

The theme of this book is the use and abuse of power to control the behavior of members of organizations. Evaluation is shown to be the fundamental process by which control is achieved. Not only is evaluation the means by which power is used to control the performance of organizational tasks, it is the means by which power itself is regulated, transforming power into authority.

**54. Driscoll, Glen R. The Management of Change in Higher Education. Washington, D.C.: National Association of College and University Business Officers, 1974. 5 p. Available ERIC. MF only. ED 112 759.

The management of change, with implications for a systems approach to administration, is examined in terms of the uses made of technological and methodological devices. Institutions now have machinery that can present data useful in decision making in a variety of formats; which can build models for expenditure, for student and faculty distribution; which can simulate conditions not yet experienced; and which can answer difficult and complex questions. The potential benefits of such computer generated data are acknowledged, but reservations are held regarding the impact on nonmanagement as the result of machine-made decisions. The destructive potential of quantitative analysis is described, along with difficulties in resisting the trend toward mandatory uniformity and centralization. Suggestions are offered for flexibility in university management.

*55. Economic Council of Canada. Design for Decision-Making (8th Annual Review of the ECC). Ottawa: Information Canada, 1971. 249 p.

There is an increasing awareness of the impact of government decisions on our daily lives. Coupled with this is the recognition that government decisions now have greater consequences for good or ill than was true in former times when governments played much more limited roles. This book is about government decision-making; not the outcomes, but rather the processes of such decision-making.

*56. Educational Resources Allocation System Task Force. Systematic Decision Making in Education; A Planning Guidebook. Toronto: Educational Resources Allocation System Task Force, 1975. 84 p.

In 1972, the Educational Resources Allocation Task Force was charged by the Ontario Ministry of Education with the task of designing a systematic and comprehensive approach to decision-making which would assist school administrators in achieving more effective management of their resources. The result is the Educational Resources Allocation System, herein described.

**57. Educational Specifications. Lansing: Manson Jackson Kane, Inc., 1976. 12 p. Available ERIC. ED 128 916.

The characteristics of educational specifications are outlined; reasons for developing them stated; and several diagrams illustrate the organizational linkage of educational specifications in the decision-making process of constructing new school facilities. A suggested outline for educational specifications is also offered.

*58. Encyclopedia of Educational Research. 4th ed. London: MacMillan Co., 1969. 1522 p.

An invaluable reference tool in the field of education. Within an encyclopedia format, the book provides exhaustive treatments of most of the major topics of education, as well as lengthy bibliographies. Of special importance here is the discussion of Decision Theory on pages 19-20.

**59. Evaluation and Analysis to Support Decisionmaking. Washington: Comptroller General of the U.S., 1976. 55 p. Available ERIC. ED 135 849.

Legislation requires that the Comptroller General of the U.S. develop and recommend to the Congress methods for review and evaluation of government programs carried on under existing law. This document is a first step in collecting and disseminating general concepts on these activities and how they are related to other activities in the continuum of decisionmaking about government programs. The document is offered for the use of anyone who is evaluating programs and analyzing policy alternatives in the sense of engaging in a careful appraisal of what happened, why it happened, what choices are available for future actions and what the implications are of those choices. It is intended for use by all persons who are concerned with this process whatever the academic discipline or professional background from which they approach the problem.

**60. Evaluation Design for Social Conflict and Negotiative Problem Solving. Portland: Northwest Regional Educational Lab., 1976. 47 p. Available ERIC. ED 127 343.

Social Conflict and Negotiative Problem Solving is an instructional system currently under development by the Improving Teaching Competencies Program of Northwest Regional Educational Laboratory. Social Conflict and Negotiative Problem Solving is designed for teachers, administrators and others to increase their ability to recognize and handle conflict due to differences of values and self-interest.

**61. Ferir, G. Participation in Education in Europe. Education & Culture. Strasbourg, France: Council for Cultural Cooperation, 1977. 112 p. Available from Manhattan Publishing Co., 225 Lafayette St., New York, N.Y. 10012. Available ERIC. MF only. ED 139 714.

The book discusses participation in secondary education in Europe. The study is based upon a 1975 survey of member states of the Council of Europe and upon a 1973 symposium on pupil participation and co-responsibility in decisions concerning school activities. Presented in eight chapters, the report discusses aims, key points, general tendencies, and future prospects of participation in Austria, Cyprus, Finland, France, Greece, Ireland, Italy, Luxembourg, Malta, Norway, Scotland, Spain, and Turkey. Participation by students, parents, teachers, staff, and interested representatives at the local, regional, and national levels is assessed. The two main obstacles to participation identified in the survey of these countries are authority and lack of communication. Four recommendations are proposed in response to these obstacles: (1) modification of central educational authority, (2) training of potential participants, (3) circulation of information on educational problems, and (4) truer representation of constituencies by parent and student delegates to educational committees. Two basic principles widely proclaimed by participating countries are pupil-centered education and equality of opportunity. The conclusion is that participation is steadily increasing and will continue to increase if unhampered by central educational authorities. Survey questionnaires, replies, and case studies are presented in the appendix.

**62. Financing Post-Secondary Education: Policy Development and Decision Making. Denver: Education Commission of the States, 1974. 161 p. Available ERIC. ED 116 550.

This handbook attempts to improve policy development and decision making relative to financing postsecondary education. Sections cover: (1) descriptions and

comparisons of selected reports relative to recommendations for postsecondary financing; (2) position statements and/or comments on postsecondary financing from certain cooperative sponsoring groups for the conference series; (3) descriptions and critiques of possible usage for models in assessing postsecondary financing plans. Also included is a set of questionnaires that might be used in assessing financing proposals and existing financing programs.

**63. Fischbach, Robert Mark. An Experimental Investigation of the Effects of Orientation on Consensus and the Quality of Group Solutions. Paper presented at the Annual Meeting of the Speech Communication Assn. (New York, November, 1973). 1973. 20 p. Available ERIC. ED 084 578.

The qualities of small group communication and interaction were tested in this study, which specifically measured group consensus and the quality of group decision making. Fifty groups of five members each were used. One member of each group was trained to exhibit either high or low "orientation," knowledge of the procedures the group performed. The groups that contained an individual of "high orientation" were significantly closer to consensus than other groups. However, groups with a "high orientation" individual did not produce significantly higher quality solutions to their sample problems. Also, no decided correlation between high consensus scores and the quality of the group solutions was observed.

**64. Fischer, Donald G., and Terry C. Burdeny. Individual Shifts and the Group Shift Phenomenon. 1972. 14 p. Available ERIC. ED 083 505.

The effect of group composition on risk taking was investigated by having various 3-man groups discuss caution-oriented items. Results indicated: (1) only one of nine group types exhibited a significant shift to caution; (2) except for the homogeneous groups, in which there were no shifts, significant shifts in individual decisions did occur, at least for some of the members, in all of the group composition types; (3) compromising effects, in which group members shifted toward each other, were evident; (4) low risk takers changed their decisions least often, highs next, and moderates most often. Findings were related to previous research in the area.

**65. Fisher, Evelyn M. Role Relationships Between Researchers and Policymakers. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April, 1974). 1974. 9 p. Available ERIC. ED 096 336.

This paper explores attempts which have been made to close the gap between researchers and policymakers in

the social and behavioral sciences. The traditional role of the researcher is viewed as being isolated from attempts to apply research to the world of action. Methods to alleviate this situation are discussed. Educational research and development centers are cited as the most conducive to a good working relationship between researcher and policymaker, essentially because the researcher has an obvious potential recipient for his work. There is a need for superstructural levels where knowledge input could be integrated into long range planning and experimentation.

66. Fitzgerald, R.T., et al. Participation in Schools? Five Case Studies. Hawthorn, Vic.: Australian Council for Educational Research, 1976. 202 p.

The issues of public participation in schools and school-community relations are surveyed, the findings of a two-year research program conducted in five secondary schools examined, and some suggestions made for policy in the areas of local participation in schools and the planning of change in schools. Interviews were obtained at each school from a sample of 30 students, the parents of these students, between one-half and two-thirds of the staff, and all principals, deputy principals, counselors, and, where the positions existed, the senior mistress, and senior master.

**67. Flynn, C. Wayne. Collaborative Decision Making in Secondary Schools: Difficult but Worth the Price. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March-April, 1975). 1975. 12 p. Available ERIC. ED 103 958.

In this paper, the principal of a high school in Eugene, Oregon, describes the impact of the adoption of collaborative decisionmaking procedures in his school. The collaborative decisionmaking experiment began in 1970 with an organization development (OD) intervention intended to train the school faculty in communication skills, group processes, problemsolving, and decision-making. The author served as the intervener for the project while pursuing graduate studies at the University of Oregon. The author describes the collaborative decisionmaking structure developed at the school as a result of the OD intervention and discusses some of the advantages and disadvantages of the new arrangement.

**68. Ford, David L., Jr. The Impact of Hierarchy and Group Structure on Information Processing in Decision Making: Application of a Network/Systems Approach. Lafayette: Purdue University, Graduate School of Industrial Administration, 1973. 53 p. Available ERIC. ED 099 972.

When one engages in organizational diagnosis, it has been suggested that greater understanding of the organization can come through: (1) an identification of all the channels conveying material and information, and (2) a description of the means by which this communication influences the behavior of the organization. A networks/system approach is proposed as an analytical perspective for the empirical investigation of structure as it relates to decisionmaking and information processing in groups and hierarchical organizations. More specifically, the study incorporated the communication network paradigm as a vehicle for the study of group structure and its effects on decisionmaking and information flow.

**69. Ford, David L., Jr., et al. The Effects of Structure on Group Efficiency and Interjudge Agreement Following Group Discussions. Lafayette: Purdue University, Graduate School of Industrial Administration, 1973. 33 p. Available ERIC. ED 099 975.

Group structure is one of the important mediators between individual input and group output. The present study examines the effect of group structure on the following dependent variables: (1) change in the group member's evaluation of items evaluated before group interaction, (2) change in his subjective evaluation model as a consequence of group interaction, (3) group (collective) evaluations, and (4) group efficiency measured in terms of the amount of time required to complete the group task. The results of the study corroborate previous findings of the positive performance effects of decentralized group structures on complex tasks.

**70. Galvin, Kevin, and Donald Kester. A Decision-Making Model to Identify and Install Promising College Programs. Los Angeles: Los Angeles County Superintendent of Schools, 1976. 36 p. Available ERIC. ED 121 378.

An external audit of East Los Angeles College's Extended Opportunity Programs and Services (EOPS) Program brought the inadequacies of the planning and evaluation model currently utilized for developmental programs to the attention of academic planners. In response to this, a two-level decision-making model was developed to aid in identifying and implementing promising innovative programs. First, a campus-wide evaluation team was organized. The California Evaluation Improvement Project's guidelines for program evaluation were adopted as the evaluation

procedure for every developmental program on campus. In addition to a written evaluation plan for each developmental program, a goal attainment scaling chart was constructed for each program. This chart, level one of the decision-making model, establishes priorities and weights for the program goals and objectives and relates program goals to client needs and institutional goals. The second level of the model is a flow chart that carries the decision makers through the consideration of 14 fundamental questions and the related steps required to answer them. The flow chart is included, and a bibliography of suggested references for educational program evaluation and audit is appended.

**71. Gamso, Gary S., and Allan L. Service. Introduction to Information Exchange Procedures: A Guide for the Project Manager. Boulder, Colo.: Western Interstate Commission for Higher Education, 1976. 109 p. Available ERIC. ED 125 446.

A fundamental purpose of the NCHEMS Information Exchange Procedures (IEP) is to assist postsecondary education institutions in establishing a basic set of historical data useful for campus decision-making. This purpose is pursued through IEP in two ways: (1) by helping the institution create its own internally useful data, and (2) by fostering the creation and exchange of comparable data among similar institutions. This document describes briefly the Information Exchange Procedures and many issues related to IEP, and provides a guide to planning and organizing an IEP implementation effort. It includes also a discussion of the supporting computer software, the exchange formats with their related definitions, a glossary of terms to aid in understanding the terminology used, and outlines the uses for which NCHEMS staff feel IEP is most appropriate.

72. Gelb, Gabriel M., and Betsy D. Gelb. Research at the Top: Better Data for Organizational Policy Making. Chicago: American Marketing Assn., 1975.

73. Gerwin, Donald. Budgeting Public Funds: The Decision Process in the Urban School District. Madison: University of Wisconsin, 1969.

**74. Gilmour, Joseph E. Sources of Conflict Between Institutional Researchers and Decision Makers. University Park: Pennsylvania State University, Office of Budget and Planning, 1976. 15 p. Available ERIC. ED 127 894.

Identified are several sources of conflict between institutional researchers and decision-makers and suggested are several means for reducing these sources of tension. Conditions that can lead to conflict include: differing organizational roles, value conflicts, status discrepancy and ambiguity, and communications breakdowns.

Factors identified for the reduction of conflict include the degree to which both parties can establish satisfactory interpersonal contact, divide labor in clear and acceptable ways, give and receive information from one another, communicate large volumes of information efficiently, derive satisfaction and rewards from working together, gain easy access to each other, and persist in communicating new and abstruse ideas to one another.

**75. Goddu, Roland. Auburn, Maine Curriculum Improvement Model. Processes and Procedures for Decision Making. Durham NH: New England Program in Teacher Education, 1977. 23 p. Available ERIC. ED 143 649.

This paper outlines the decision-making processes and procedures that affect curriculum and identifies the leadership role of different school personnel and the steps involved in making decisions. The following areas of curriculum planning are discussed: (1) what is to be taught to different learners and in what order; (2) what textbooks, media, and other materials are considered appropriate; (3) appropriate teaching methods for a particular set of objectives; (4) what diagnostic tools and tests are needed; (5) procedures used to measure program performance in terms of student achievement. For each of the above components the individual or group responsible for leadership is identified, possible constraining factors are listed, and support systems available are described.

**76. Goddu, Roland. Organization Patterns and Decision Making Patterns in Teacher Corps Projects. Durham, N.H.: New England Program in Teacher Education, 1975. 24 p. Available ERIC. ED 111 783.

This guide to organization and decision making patterns in a Teacher Corps project is in the form of a workbook. It contains several forms and worksheets to be completed. There is a discussion of decision making patterns and a review of decision making skills. It is stated that to make good decisions, one needs skills to (1) identify the persons involved; (2) identify how those persons make decisions, and (3) identify if, when, and how a decision is made. There is an appendix containing the Teacher Corps definition of the community coordinator role.

**77. Goddu, Roland. Use of Formal Management Systems to Assist Decision Making in School Settings. Durham, N.H.: New England Program in Teacher Education, 1976 15 p. Available ERIC. MF only. ED 132 666.

This document describes some basic characteristics of decision-making that any formal management system should support: (1) the structure of an organization, (2) the decision patterns of an organization, and (3) the keys to good decisions.

**78. Gohring, Ralph, and Leigh Chiarelott. The Use of a Simulation Game to Assess and Influence the Leadership Styles of Elementary Principals: The Principal Game. Paper presented at Annual Meeting of AERA, April 4-8, 1977. 34 p. Available ERIC. ED 137 362.

Results are reported of research to test whether a simulation game can be used to identify and to influence the leadership styles practiced by elementary school principals. The design assesses whether principals can become more skillful decisionmakers through heightened awareness of their leadership styles. The research and educational implications of the study contribute to "middle range" theorizing. Application lies between general managerial and systems theory, and the day-to-day decisionmaking of the elementary school principal. "The Principal Game" simulation, and the research surrounding it, represent an attempt to bridge the gap between theory and practice.

*79. Goldsborough, H., W. Spears, and J. Nuttall. Man in the Middle; How the Urban Secondary School Principal Sees His Role and Responsibilities. Toronto: Canadian Education Association, 1971. 63 p. Available ERIC. ED 077 071.

Many urban high school principals are finding their jobs increasingly demanding and frustrating. This report, the result of a CEA questionnaire survey, summarizes the views of 190 principals in 23 cities on how they view their role and responsibilities. The main point of frustration is felt to be the apparent erosion of their function as educational leaders in their schools. The report also includes sections on principals' relationships with board officials, liaison and communication with the central office, autonomy in the school, factors that yield satisfaction and cause frustration, and relationships with students and teachers.

80. Goode, John M. (ed.). Readings in Educational Management. New York: American Management Associations, 1973. 178 p.

81. Gorton, Richard A. Conflict, Controversy and Crisis in School Administration and Supervision: Issues, Cases and Concepts for the '70's. Dubuque: Wm. C. Brown, 1972. 357 p.

The text, designed to help prospective and experienced administrators and supervisors increase their knowledge and skills, includes cases and concepts that should be useful for introductory courses in administration or for courses dealing with problems of school administration, the principalship, supervision, and school-community relations. The book is composed of two major parts which are preceded by a chapter that describes the nature of the cases, the suggested learning activities, and the

problems that students might experience in using the case study approach. Part 1 includes six chapters, each of which contains an introduction to the cases under discussion and the cases themselves. Part 2 includes six chapters that present major concepts in educational administration and supervision. The case studies deal with school-community conflict, teacher militancy, student activism, innovation, race and drug problems, and typical administrator problems. The concepts that appear to be especially relevant to effective problem-solving are decision-making; communication; leadership; authority, power, and influence; role expectations and conflict; and the school as an informal organization.

**82. Granville, Arthur C. An Experimental Study of Factors that Influence School Decisions: Implications for Evaluation. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. 25 p. Available ERIC. ED 139 824.

In an experiment designed to assess the relative influence of "objective," social, and political factors upon school decisions, 168 principals read a description of a fictitious school program followed by informative reflections from three sources: tests, peers, and superiors. They then rated their own inclination to adopt the program. The valences (positive/negative) of the factors were permuted in a way that made it possible to examine the contribution of each to the adoption decision. The results of this and supplementary analyses strongly indicate that all three factors should be taken into account formally in educational evaluation.

*83. Greenfield, T. Barr, et al. Developing School Systems: Planning, Organization, and Personnel. Toronto: Ont. Institute for Studies in Education, 1969. 177 p.

This is a manual designed to assist school trustees, administrators and teachers in the tasks of assessing present educational organizations and developing new ones. It includes consideration of the decision-making process. Various organizational structures are described and their advantages and disadvantages discussed.

84. Greenfield, T. Barr, et al. Structure and Process of Decision-making in a School System: An Evaluation Report on Organizational Change in Grey County. Toronto: Ontario Institute for Studies in Education, 1973. 56 p.

**85. Greenfield, T. Barr, et al. Structure, Decision-Making and Communication in the Waterloo County School System. Toronto: Ontario Institute for Studies in Education, 1974. 99 p. Available ERIC. ED 091 834.

The investigation for this study relied heavily on interviews. The authors talked to trustees, the director,

assistant director, business administrator, the divisional superintendents and their assistants, area superintendents, business officials, consultants, principals, and teachers. In addition to the interviews, the authors observed administrator meetings. The findings indicate a sense of satisfaction with the present structure and the decision making process in the school system. However, the findings also point to a substantial body of opinion that holds that the time has come for some significant changes. The report describes how a number of decisions are made in the school system, discusses a number of problems, using peoples' expressed concerns about the operation of the system, and analyze key issues that underlie many of the basic problems in the operation of the system. A final section outlines the current structure of the Waterloo school system and presents two alternative structures recommended by the authors.

**86. Gubasta, Joseph L. Conflicting Pressures That Impinge Upon the Operational Effectiveness of Institutional Researchers: Challenges to the Practitioner. Paper presented at the Association for Institutional Research Forum (Los Angeles, May, 1976). 1976. 16 p. Available ERIC. ED 126 837.

The numerous issues and problems facing college and university decisionmakers and the ever increasing information needs of external agency representatives place conflicting pressures on institutional research personnel, forcing them to make difficult decisions regarding the allocation of their resources. Outlined are several such pressures. It is pointed out how each contributes to the diffusion of institutional research resources, diminished work quality, limited creativity, and isolation from institutional constituents. To minimize these conflicting pressures, institutional researchers are challenged to exercise leadership by grappling with such issues as their roles, organization, and location within the institution. To assist in meeting these challenges, several suggestions are presented as ways to reduce pressures and increase role effectiveness to facilitate policy analysis and rational decisionmaking.

**87. Gunne, Manual G., and Kenneth P. Mortimer. Distributions of Authority and Patterns of Governance. University Park: Pennsylvania State University, Center for the Study of Higher Education, 1975. 31 p. Available ERIC. ED 116 757.

Five issues of mutal interest to faculty and administrators were chosen as the focus of this comparison of existing distributions of authority at three public state colleges and three public community colleges in Pennsylvania. Issues selected include: appointment, promotion, tenure, merit (salary increments), and curriculum. For the purpose of this study, the decision-making process was sequenced into six stages: initiation, consultation,

recommendation, review, choice, and veto. At least 10 faculty and 10 administrators from each institution were interviewed and asked to describe their participation in the six stages of the decision-making process in regard to the five issues under investigation, and to relate their observations of the involvement of other personnel. Respondents based their evaluations on a five point continuum: administrative dominance, administrative primacy, shared authority, faculty primacy, and faculty dominance. The community colleges in the sample generally were characterized by administrative dominance or administrative primacy, although there was evidence of increasing consultation with the faculty. On the other hand, the state colleges were likely to be characterized by shared authority or faculty primacy. Faculty involvement was high on the curriculum issue for both types of institutions, followed by promotion, and low on merit.

**88. Halsabeck, Robert E. The Compound System: A Conceptual Framework for Effective Decisionmaking in Colleges. Berkeley: California University, Center for Research and Development in Higher Education, 1973. 128 p. Available ERIC. ED 082 686.

The purpose of this work is to provide a conceptual framework applicable to most decision-making systems and to propose a set of propositions drawing together work from diverse fields concerned with political behavior. In the first chapter, key concepts are distinguished and the literature bearing on the relationships among those concepts are reviewed. In the second chapter, pilot data collected from four colleges are summarized. These pilot data serve to sharpen the relationships suggested in Chapter 1 and to add several new concepts. In the third chapter, the relationships discussed are formalized into a set of propositions. The final chapter suggests the utility of this work for future research, policy analysis, and theory development.

89. Hamburg, Morris, et al. Library Planning and Decision-Making Systems. Cambridge, Mass.: MIT Press, 1974. 274 p.

A research group at the Wharton School, University of Pennsylvania, worked on the development of a system to provide the required statistical information for effective management and decision making in university and large public libraries. A management science approach was used. Library objectives, standards, and performance criteria were examined, with emphasis on their operational definition. A framework for planning and decision making was created, dividing library activities into 17 basic functions and isolating the inputs and outputs of each. Library quantitative models were summarized and classified according to their application to library decisions and functions. A model management information system was

detailed in terms of characteristics and structures, data requirements for library performance measures and program indicators, and benefit-cost criteria for system elements. Finally, projections were made beyond the individual library to some of the factors involved in effective management information systems for libraries at the system, state, and national level.

**90. Hanson, Mark. School Governance and the Professional/Bureaucratic Interface: A Case Study of Educational Decision-Making. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976). 1976. 32 p. Available ERIC. MF only. ED 125 124.

The conventional wisdom of numerous practitioners and researchers suggests that on issues of structure and control the school can best be described and analyzed in the bureaucratic framework. However, the bureaucratic model fails to recognize the intervening character that the presence of professionalism has on the process of school governance. The data from this research, drawn from a field study, are used to construct the Interacting Spheres Model which, it is argued, is capable of clarifying the decision-making ramifications of professional employees working in bureaucratic organizations. The model suggests the presence of two interacting spheres of influence, with some decisions formally delegated to administrators and other informally assumed by teachers. Each sphere maintains a degree of decisional autonomy but with identifiable limits placed on that autonomy. Members of each sphere have developed strategies designed to aid them in indirectly managing behavior in the other sphere as well as strategies for defending their own sphere against attempted outside intervention.

**91. Harman, Paul F. Student Participation in Academic Decision Making: A Liberal Arts College Perspective. Paper prepared for the American Council on Education Academic Administration Internship Program. 1973. 38 p. Available ERIC. ED 085 016.

This paper examines the practice of student participation in academic decisionmaking at the College of the Holy Cross. Emphasis is placed on the evolution of the program, practice, and evaluation, academic administration, and student participation. A 28-item bibliography is included.

**92. Hawes, Leonard C. The Analysis of Decision-Making in Small Groups. Columbus: Ohio State University, Research Foundation, 1973. 66 p. Available ERIC. ED 097 254.

This paper reports a study of committee decision processes. Two established university committees, one established departmental committee, and four student ad hoc committees

were investigated. Sixteen meetings were videotaped, transcribed, coded, and analyzed. A general systems model was used to conceptualize the decision process and the stochastic theory of Markov chains was used to operationalize the concept of decision making. Five research questions were posed and thirty-five major hypotheses were tested to provide answers. The questions concerned the stability of the transition probabilities from various speaker-mode states and communicative function states during the decision processes. Results indicated that in committees with a majority of faculty members; students initiated the fewest proposals of all members. But in the student ad hoc committees, more proposals were initiated than in the established committees with faculty membership and a faculty chairperson.

**93. Heath, Robert L. Risky and Conservative Shifts in Interpersonal Communication: An Overview and Bibliography. Paper presented at Annual Meeting of Texas Speech Communication Assoc., Austin, Texas, Oct. 7-9, 1976. 42 p. Available ERIC. ED 132 639.

Discussion and research show that when members of a problem-solving group engage in discussion and reach a consensus, the resultant group decision is either riskier or more cautious than the average of the individual judgments prior to the discussion. The purpose of this paper is to summarize and evaluate various theories concerning this group shift, whether conservative or risky. Aspects of shift considered are the reasons for studying group shift, the choice-shift phenomenon, personality constructs, and group impact.

**94. Hedayah, Mohamed M. An Introduction to Decision Logic Tables. Los Angeles: University of Southern California, School of Library Science, 1974. 25 p. Available ERIC. ED 110 003.

The use of decision tables -- which are a means of linking decision rules for actions to specific sets of prior conditions -- in information systems design and development is described. Procedures for preparing decision tables are presented together with examples of their application in the context of library acquisitions. A bibliography is also provided.

**95. Hendrix, William H. Contingency Approaches to Leadership: A Review and Synthesis. Lackland AFB, Tx: Air Force Human Resources Laboratory, 1976. 42 p. Available ERIC. ED 130 013.

This report focuses on the problem of how to improve leadership effectiveness in order to improve overall organization effectiveness. First, three different approaches to leadership behavior are presented: Trait

Approach, Behavioral Approach, and Situational Approach. Next, reviews of the leadership literature and of eight contingency models of leadership are presented. Finally, the three-component Leadership Effectiveness Model, developed on the basis of the eight models and the literature review, is described and critiqued. The Model considers leadership effectiveness to be a function of the criterion selected, the leadership style employed, and the situational environment(s), which includes the leader's subordinates, peers, and other personnel in the environment. The basis for selecting these three components was that they were found to be common across most of the leadership literature reviewed, and at the same time they provide a useful descriptive framework for depicting leadership as a decision-making process. It is concluded that leadership can best be depicted as a decision-making process which involves the leader, the followers, the situation, and the criterion of effectiveness.

96. Henson, Ramon, and Richard Camp. Participative Decision Making: An Annotated Bibliography. Washington, D.C.: American Psychological Assn., 1976. 97 p.

An annotated bibliography of 40 articles on participative decision-making published from 1968 to 1975.

*97. Hodgson, E., et al. The Organization and Administration of Education in Canada. Edmonton: University of Alberta, Department of Educational Administration, 1976. 483 p.

An impressive collection of readings covering all aspects of Canadian public education. Decision-making is the subject of a number of the readings, e.g. "The Role of Teachers in Decision Making" and "The Legal Basis for Administrative Decisions".

98. Holmquist, Albert M. A Definitional Field Study of Decision Making in IGE/MUS-E Schools. Technical Report No. 377. Madison: Research and Development Center for Cognitive Learning, University of Wisconsin, 1976. 149 p. Available ERIC. ED 135 054.

The purpose of this study was to investigate and describe decision-making in Individually Guided Education (IGE) schools. Concepts from four selected conceptual frameworks -- rational decision process, organizational structure, individual traits and values, and group interaction -- were set forth as guidelines for observations. Data collected from three successful, diverse IGE schools included primary documents, transcripts of meetings, and semi-structured and unstructured interviews. Decision processes at each school were described within the framework of the four basic theoretical frameworks. All observed decisions were then compared and contrasted within and across schools in this same framework. A

new model of decision-making emerged from the data. The model was used to examine the decision-making processes observed in the three schools, compared and contrasted with existing theories of decision-making, and some modifications of these theories were suggested.

99. Houston, Samuel R. (ed.). Judgment Analysis: Tool for Decision Makers. New York: MSS Information Corp., 1974. 184 p.

The educator today often makes decisions in the face of uncertainty. Although many of these decisions have widespread implications, all too often these determinations are made without benefit of an appropriate decision-making procedure. The educator should identify those variables important to arriving at decisions about students' grades, student placement in special education, the hiring of new teaching personnel, and the selection of curricular materials. In the past, no suitable methodological procedures have been provided the educator to aid him in making rational judgments. The Judgment Analysis process (JAN) shows promise for educators faced with decisionmaking responsibilities. This process combines a multiple regression approach with a hierarchical grouping technique to identify and describe the rating policies that exist within a board or a committee of judges. It can be used to help the members of such boards or committees reach a consensus and to express their final joint policy in a precise manner. A series of articles in this book describes the technique and its applications.

**100. Hughes, Larry W. Informal Extra-Organizational Forces Affecting Educational Decision-Making. Paper presented at Urban Administration Annual Conference (Knoxville, July 1972). 1972. 22 p. Available ERIC. ED 081 092.

Several explanations are proposed for community attitudes about the school system. The author claims that the most important factor affecting these attitudes may be the school's failure to develop effective ways of carrying on continuous dialogue with its community. The author specifies that an educator should subject his community to a regular examination rather than assume that the community decisionmaking structure is a stabilized constant. A model for examining the influence structure in a community presents four major categories: a consensual elite structure, where few citizens participate and a small group rules; the competitive elite structure, characterized by two or more ideological groups attempting to rule, but where few citizens participate; a consensual mass power system, implying general ideological unity with broad effective participation by a substantial number of citizens; and the competitive mass structure, analogous to the consensual mass but having some conflict because of the varying ideological base. A selected bibliography is included.

**101. Hussain, K.M. Gaming Models in Higher Education. Programme on Institutional Management in Higher Education. Paris: Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation, 1974. 85 p. Available ERIC. ED 116 553.

The use of games and gaming, which are simulated decision making, is examined in a paper addressed to the manager and administrator in higher education. Focus is on the use of games in situations of resource allocation for budgeting and long-range planning. Basic definitions and concepts are presented, followed by a discussion of the scope and nature of games and their development. Two games are identified as being currently used in higher education: USG and RRPM 1.6, each discussed in detail and evaluated as to uses and limitations.

**102. Jackson, Shirley A. Shared Curriculum Decision Making and Professional Negotiations. Normal, Ill.: Illinois Association for Supervision and Curriculum Development, 1971. 23 p. Available ERIC. MF only. ED 083 731.

Although professional negotiations have in the past dealt mainly with welfare items such as salary and health benefits, this report contends that it is quite likely that the next major area of negotiations will be that of curriculum. In light of this probable increase in demand to participate in the curriculum decisionmaking process, the author reviews possible alternative methods for involving teachers, the community, and others in the curriculum decisionmaking process and suggests a preferred method. This method involves the formation of a curriculum council that would have representatives from all interested segments of the educational community including teachers, boards of education, parents and citizen groups, industry representatives, and others. The report details how this council would function.

**103. Johnson, Rudolph. Handbook of Participatory Planning in Education. Palo Alto, Calif.: Palo Alto Unified School District, 1976. 129 p. Available ERIC. ED 132 700.

This handbook is concerned with one specialized form of participation: participatory planning. It is based on several years of experience in participatory planning and is infused with the bias that sees a great deal of potential good in expanded participation in general and in participatory planning in particular. It is also recognized that participatory planning is difficult, time-consuming, and requires skills and methods that may not be present at the moment. The first part of the handbook spells out some arguments for forms of participatory planning. In the second section, the important background considerations relating to participatory planning are discussed. The third section is on organizing and

managing a participatory planning process. This section includes a discussion of the relationship between participatory planning activities and the rest of the school system decision-making processes.

**104. Johnson, Rudolph. Teacher Collaboration, Principal Influence, and Decision Making in Elementary Schools. Palo Alto: Stanford University Center for Research and Development in Teaching, 1976. 100 p. Available ERIC. ED 126 083.

This report examines the relationship between school type and the participation and influence of teachers in school management, and between school type and the principal's influence in certain issues and professional interaction with teachers in elementary schools. The principals were the chief source of information. It was concluded that collaboration leads to greater interaction between principals and teachers. Teachers involved in team teaching and joint teaching demonstrated considerably more influence in school decisions on personnel, administration, pupil management, curricula, and teaching methods than did teachers in schools where there was no collaboration. In schools where there were many teams, much joint teaching, and shared decision-making, principals as well as teachers felt more, rather than less, influential.

105. Joseph, Ellis A. The Predecisional Process in Educational Administration: A Philosophical Analysis. Palm Springs, CA: ETC Publications, 1975.

**106. Judd, Robert C. Delphi Deision Methods in Higher Education Administration. 1972. 26 p. Available ERIC. ED 109 941.

This document describes and comments on the extent of use of the Delphi method in higher education decision making. Delphi is characterized by: (1) anonymity of response; (2) multiple iterations; (3) convergence of the distribution of answers; and (4) statistical group response (median, interquartile range) perserving intact a distribution that may still remain wide. Since its first use in higher education at least five major new fields have emerged. These fields are: (1) cost-effectiveness, cost/benefits analysis; (2) curriculum and campus planning; (3) college, university-wide educational goals and objectives; (4) consensus on rating scales, values, and other evaluation elements; (5) generalized educational goals and objectives for the future. The document discusses the Delphi method in relation to each of these fields, criticism about the Delphi approach, and its cost in terms of time and money. The Delphi method is found to be beneficial to higher education planning.

**107. Kemerer, Frank R., et al. Who Sank the Khaki Submarine at Stanford? A Study of Decision-Making at Stanford University. 1973. 63 p. Available ERIC. ED 107 191.

From the late 1960's to the spring of 1970 there was an acceleration of anti-war protest and political movements. At Stanford University this period was characterized by controversy, deep divisions within the university community, disruption of classes, student strikes, and the presence of uniformed police on campus. In this environment of turbulence and violence, a major decision was reached to remove ROTC from Stanford. It was a decision that raised questions concerning the legitimacy of the governing role of the board of trustees, the president, the faculty and the students. It caused a crisis in the decision-making process and an altering of the power structure of the university. It extended beyond the single topic of ROTC, beyond the question of legitimate authority, to include such matters as the ethics of classified research, rivalry between academic disciplines, and the very fundamental question of academic freedom. This document attempts to identify and analyze, from a political perspective, the decision-making process that produced the "ROTC decision". It begins with an exploration of the Stanford decision-making system and proceeds to describe the "political perspective".

**108. Klein, Gary A., and Julian Weitzenfeld. General Description of Human Problem Solving. Brooks AFB, TX: Air Force Human Resources Laboratory, 1976. 17 p. Available ERIC. ED 129 670.

A theoretical model relating problem identification to problem solving is presented. The main purpose of the study is to increase understanding of decision making among Air Force educators. The problem-solving process is defined as the generation and evaluation of alternatives that will accomplish what is needed and the reidentification of what is needed based on the experience of generating and evaluating the alternatives. An analysis of problem solving is presented which extends the Gestalt approach.

**109. Knoop, Robert, and Robert O'Reilly. Participative Decision Making in Curriculum. 1975. 10 p. Available ERIC. ED 102 684.

This study attempts to render more specific the curriculum decisionmaking models of Goodlad and Myers. Perceived and desired loci and methods of making curriculum decisions in the secondary schools were determined by secondary school personnel in Ontario schools. Results indicated that teachers desired to have their ideas considered rather than to make decisions themselves. Group decisions were also highly desired. Both teachers and principals felt that department heads made too many curricular decisions on their own. A refinement of Myers' theory is proposed, particularly with reference to the role of the principal.

**110. Konrad, Abram G. "... And Rode Off Madly in All Directions". Paper presented at the Annual Meeting of the Canadian Educational Research Association, Windsor, 1973. 1973. 10 p. Available ERIC. ED 104 480.

This paper presents a conceptual framework for conducting followup studies as an integral part of an institutional evaluation program. Data obtained from followup studies should become part of an overall information system designed to provide data for institutional decision-making. Such data should be conveniently stored and readily available for a wide range of evaluative studies conducted over time. Followup studies have three dimensions: (1) who or what is evaluated; (2) how the evaluation is done; and (3) who uses the findings. Most followup studies seek to evaluate student performance and/or opinions about the institution; data about students and evaluative feedback from students should be collected on a systematic basis from the day they first contact the institution. There are two methods of data evaluation: the congruence mode, in which actual data is compared to desired performance; and the contingency mode, in which data is used to identify new needs and directions. Findings may be used by any one of the three functional subsystems of the college: the institutional subsystem, which determines societal needs and sets institutional goals; the managerial subsystem, which facilitates the achievement of these goals; or the technical subsystem, which takes particular action to fulfill specific goals.

*111. LaBay, Michael J., and Donald H. Peckenpaugh. The Bracketing Technique: A Method for Defining Administrative Needs and Priorities. Paper presented at the American Educational Research Association Annual Meeting (Chicago, April, 1974). 1974. 17 p. Available ERIC. ED 094 460.

Bracketing is defined as a procedure whereby individual decisionmaking team members sharpen their perceptions of organizational need prior to administrative action. Like the Delphi technique, the procedure eliminates major detriments of group activitiy planning and includes sequential interrogations and feedback procedures. Unlike the Delphi technique, respondents are not given descriptive indexes of group thinking prior to the definition of team-expressed organizational need. A review is given of how bracketing was used to advantage in defining administrative needs, priorities, and performance objectives for the Birmingham, Michigan, Public Schools.

**112. Lall, Bernard M. Educational Administration: A Cooperative Venture. Berrien Springs, Mich.: Andrews University, 1975. 12 p. Available ERIC. ED 114 965.

Wherever democratic processes in decision-making have been tried out, administrators as well as teachers seem to agree that the advantages outweigh the weaknesses. They feel that this process ought to continue. The following are some representative values gained through teacher participation in administration: (1) Individuals grow through participation in cooperative thinking and planning, and they develop a fuller understanding of the problems both of administering and teaching. (2) Democratic administration is a means of developing excellent staff relationships. Learning to improve relationships through cooperative effort on school problems increases the chance of broader cooperation in the life of the community. (3) Democratic administration helps to achieve the release of the abilities and powers of all the staff for the benefit of the entire organization. (4) The plans developed through cooperation are likely to be superior because the judgment of many has been brought to bear on the problem. (5) Participation in general school administration should help to encourage more democratic procedures in the classroom and, to provide greater opportunity for pupils to prepare for living in a democracy.

**113. Ledgerwood, C.D. (ed.). Curriculum Decision-Making in Alberta: A Janus Look. Edmonton: Alberta Dept. of Education, 1974. 241 p. Available ERIC. ED 099 257.

A collection of papers presented at a conference on curriculum decision making are compiled in this publication. The conference, sponsored by the Alberta Department of Education, Teachers Association and School Trustees Associations, had the primary purpose of recommending answers to the "who", "what", and "how" questions that arise in connection with curriculum decision making. In addition, it provided the opportunity for participants to learn more about the curriculum and instruction processes. Chapters I through IV contain case studies in social studies curriculum decision making, shared curriculum decision making, student and teacher involvement in curriculum decision making, and curriculum change. Chapters V and VI consist of talks on strategies for effecting curriculum change as well as offering an international curriculum perspective. A conference summary in Chapter VII notes the basic constraints, issues, and recommendations arising from the conference reports, discussions, and workshops. The final chapter is a follow through proposal for implementing the recommendations emanating from the conference.

**114. Lewis, George R. Professional Staff Participation in the Decision-Making Process in Selected University Libraries. Aug'75. 192 p. ED 139 423.

This study examined the organizational structures for professional staff participation in decision making at selected university libraries with membership in the Association of Southeastern Research Libraries, and determined the perceived degree, quality, and effectiveness of staff participation. Twenty-two library directors and 192 professional librarians responded to a questionnaire for biographical, institutional, practices, and perception data. Librarians favored participative management more than directors, and directors perceived themselves as practicing more participative management than did librarians. Both groups felt administrators should seek as much staff input as possible before decision making. Neither group strongly supported true participative management. Librarians did not see themselves as meaningfully involved in activities that influence library policies and practices, and young librarians and Blacks felt a strong need for increased participation. Both groups supported equal promotion and raises for nonadministrative and administrative librarians, and felt that staff involvement in decision making results in greater staff satisfaction and performance. Respondents rejected authoritarian library management and supported consultative management. The study recommended five areas for further research. The appendices include the questionnaires, comments, and a bibliography.

*115. Lucier, Pierre. Analyse institutionelle et prise de décision. Montréal: Centre d'animation, de développement et de recherche en éducation, 1977. 62 p.

Cette étude fait suite à une autre publication de CADRE -- GUIDE POUR LA MISE EN ROUTE DE L'ANALYSE INSTITUTIONELLE. D'après les auteurs, l'analyse institutionelle est toujours appelée à s'adresser aux visées stratégiques et la prise de décision est une de ces visées stratégiques possible. Ainsi, ils ont éssayé de préparer une guide qui peut servir en particulier les éducateurs, proposant de répondre aux questions suivantes: Qu'est-ce qu'un processus de décision? Quelles sont les pricipales techniques d'assistance à la prise de décision?

*116. Macdonald, John. Decisions and Educational Decisions; The Teacher as Expert and Rational Decision-Maker. Unpublished paper, prepared for the Canadian Teachers' Federation, 1967. 45 p.

The author describes decisions in general as non-empty, non-powerless, and non-illusory; and the quintessential education decision as a "truly individual decision, taken by an expert educator in a necessary context of uncertainty", combining "expertise, individual judgment and the bounded uncertainty of outcome that defines rational decisions".

**117. Manley-Casimir, Michael E. The Exercise of Administrative Discretion in Secondary School Discipline: Grounded Hypotheses. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. 34 p. Available ERIC. MF only. ED 136 383.

This study used ethnographic research methods to generate hypotheses about the exercise of administrative discretion on secondary school discipline. The study, an organizational case study, investigated the exercise of discretion by the school disciplinarians in Integrated High in Chicago. Participant-observation, focused interviews, and administrative statistics yielded the data. Simple statistical analysis of the quantitative data yielded three hypotheses about the pattern of selective enforcement -- (1) the more prominent the discipline administrator's concern with order-maintenance (control), the greater the likelihood students will be suspended; (2) the more prominent the discipline administrator's concern with individual treatment, the greater the likelihood students will be treated leniently and not suspended; and (3) boys, posing as they seem to do a greater threat to the security and good order of the school, will be suspended systematically more frequently than girls. Analysis of quantitative data yielded rudimentary analogue models of the exercise of discretion by each administrator. Each model consists of a set of hypotheses stated verbally and diagrammatically. All hypotheses are grounded in data.

*118. Manley-Casimir, Michael E. School Governance as Discretionary Action. Paper presented at the Education and the Law Conference (Saskatoon, 1977). 22 p.

Discusses the importance of discretion in administrative decision-making through its allowance for administrative flexibility and responsiveness. The author, in fact, describes discretion as the "creative dimension of administrative action". He notes, however, that it is not without its problems for, in the end, discretionary judgment in the hands of a single administrator is something easily abused. The problem then is the reconciliation of the need for administrative discretion and the just application of that discretion.

119. Mann, Dale. Policy Decision Making in Education: An Introduction to Calculation and Control. New York: Teachers College Press, Columbia University, 1975.

**120. Mann, Dale. Prolegomenon to the Analysis of Nondecision Making. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, Apr. 19-23, 1976). 1976. 15 p. Available ERIC. ED 120 939.

Non-decision-making is about how things come about in the absence of conscious choice. It is defined as a decision that stops a challenge to existing values or attempts to prevent something from reaching the stage of formal or overt decision-making. The common denominator is the suppression of wider participation in the formation of public policy. This paper presents the theoretical formulation, research design, and early field results from a ongoing project that is using the theory for non-decision-making to analyze the behavior of New York City high school principals. Data about four types of non-decision-making (default, abstentions, covert, and false consensus) are considered. Very preliminary and general hypotheses are that administrative non-decision-making is inversely related to the responsiveness of the school to its clientele, that participation by the school staff and community is curvilinearly related to successful implementation of changes in the school (too little and too much impede success), and that administrative non-decision-making is negatively related to positive neighborhood attitudes toward the school in situations of impending conflict.

**121. Mann, Dale. Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making. New York: Columbia University Teachers College, Institute for Urban and Minority Education, 1975. 21 p. Available ERIC. ED 111 908.

This document reviews the consequences of urban community involvement in school decision making. Areas concerning educational decisions, shared as goals by lay communities and school people, are considered to be: Institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle (said to express the norm in this society that people affected by public institutions should participate in their governance). Four paths through which involvement may affect educational achievement (believed to be the most important shared goal) are cited: existing evidence to support the paths of parent self-efficacy; institutional/child congruence; community support; and, student self-efficacy. Speculations about needed additional research are also made.

**122. Massanari, Karl. This We Must Do. Paper presented at the Ohio Teacher Education and Certification Advisory Commission Meeting in Columbus, Ohio, June, 1976. 13 p. Available ERIC. ED 132 118.

The subject of restructuring teacher education and working toward the improvement of educational opportunties in the schools is addressed. Teacher education faculties often are in power struggles with other faculties in colleges and universities and are often underrated as professionals. Decision-making in regard to teacher education is becoming more political. There should be more reasonable expectations about what teacher education programs can do and the assumptions upon which they are based should be clarified. The term "teacher educator" includes both campus-based and school-based personnel. While competencies are basic in teacher education, a broader philosophy is needed. Three areas of improving the preparation of educational personnel are dealt with. In respect to governance of the schools, solutions to problems and design of programs will be more effective when decisions are made collaboratively and rationally. In the design and implementation of teacher education programs it is important to keep in mind fundamental issues such as what is the purpose of schools, what kinds of personnel are needed, and what competencies do those professionals need to possess. It should be assumed that professional development is career long and major tasks in this area can be accomplished by good inservice programs. The quality control of all educators is of critical importance. Teacher educators must refine and improve procedures for insuring that only the ablest enter the profession. Greater attention must be paid to recruitment, admission and program retention, entry and retention in the profession.

**123. Mathews, Walter M. Computer Applications in Decision-Making in Educational Administration. Paper presented at the Assn. for Educational Data Systems Annual Convention (New Orleans, April, 1973). 1973. 9 p. Available ERIC. ED 087 436.

A survey investigated the use of seven computerized decision-science techniques in public school systems. A stratified random sample of 128 12-grade school districts of varying sizes was drawn; a questionnaire was sent to the respective superintendents asking them to report the current and potential applications of the following techniques in their districts: 1) program evaluation and review technique (PERT); 2) planning, programing, budget system (PPBS); 3) simulation; 4) linear programing; 5) projection; 6) management information systems; and 7) cost-benefit analysis. Results showed that projection

techniques were the most wisely used, averaging three applications per district, followed by management information systems and cost-benefit analysis (each more than two applications per district), PPBS and simulation (two applications each per district) and linear programing and PERT (one per district). While the number of applications was higher than expected, it was still evident that successful methods were not being employed to an optimum extent. Since school administrators realize their needs in these areas, it is incumbent upon training programs to provide educators with the skills required to utilize these techniques.

**124. Mathews, Walter M. Teaching the Decision Sciences in Educational Administration. Paper presented at American Institute for Decision Sciences Annual Meeting (Boston, November, 1973). 1973. 8 p. Available ERIC. ED 090 691.

A limited survey was made of course offerings in the area of decision science in educational administration programs. The data indicate that most of the surveyed programs offer at least a component of a course in decision science, and that these courses are relatively new.

**125. McDonald, Frederick J. Designing Research for Policy Making. Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, April 19-23, 1976), 1976. 36 p. Available ERIC. ED 128 370.

Phase II of the Beginning Teacher Evaluation Study was designed to provide data relevant to policies that might be developed for teacher preparation and licensing. A portion of the data from Phase II is used to illustrate how the research was designed to answer these policy questions and how the data implies provisional answers to them. To answer the question of what is awry between the world of policy and the world of research, two answers are proposed. The first is that the failure to understand the political nature of policy making leads to irrelevant research which offers policy makers solutions they cannot use. The policy alternatives available to the policy makers should be carefully laid out as a first step in planning research. The second answer is that since policy making is decision making, the decision making process also has to be laid out to see what kind of decisions need to be made to develop and implement a policy. An analysis of these decisions should indicate the kinds of information that policy makers will need. These needs should determine which research needs to be done.

**126. Michel, George J. The Concept of Control Related to Decisions Under Appointed and Elected School Boards. 1975. 15 p. Available ERIC. ED 117 786.

This study examined a school district before and after its school board changed from appointed status to elected status to determine if there were significant differences in the board's handling of constituent demands. School board minutes were examined and demands were analyzed for a six-month period under the appointed school board, then compared to demands for six months under the elected school board. Results of the analysis showed significant differences in the control functions of the appointed and elected school boards in 6 of 15 demand areas. Of these, the elected school board was more responsive in the three areas of new teaching methods, student behavior, and community services. There were distinct differences in the control functions performed by the appointed and elected boards. However, only demands for new teaching methods were both quantitatively and qualitatively different under the elected board. There was strong evidence that the school board does exert political control in processing its decisions. This seems to disagree with some earlier studies, but the earlier studies concentrated only on money demands. By broadening the spectrum of demands analyzed, the present study found significant differences in political control functions that earlier studies had missed.

**127. Mielke, Keith W. Decision-Oriented Research in School Television. Bloomington, Ind.: Agency for Instructional Television, 1973. 23 p. Available ERIC. ED 082 536.

A review of the contributions of evaluation to school television is presented, and some policy suggestions for evaluation programs are offered. The purpose is to assist the Agency for Instructional Television (AIT) in determining how to utilize evaluative research in conducting its projects and the focus is upon decision-making related to the production of television programs. Four categories of decision-oriented research are identified -- background, formative, summative, and policy.

128. Millett, John D. Decision Making and Administration in Higher Education. Kent OH: Kent State University Press, 1969.

**129. Mink, Oscar G. Facilitating Leadership: A Broader Look at Data Based Interventions. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March-April, 1975). 1975. 10 p. Available ERIC. ED 109 253.

Rational decision making by leaders in higher education and similar institutions suffers from both a lack of

relevant data and the failure to use data when it is available. The purpose of this paper is to describe a process which when applied seems to facilitate the rational decision making processes of an institution's leadership. The process will get data into administrative thinking and decision making discussions. It enables the majority of persons serving in leadership positions to function as leaders. Basically, the process is not simply one of gathering data and reporting it to a body of decision makers. Rather, it involves the decision makers in the process of obtaining and utilizing appropriate information and influences their thinking processes. The process is called a diagnostic review and self-study. The diagnostic review and self-study was developed expressly to meet the needs of voluntary organizations in periods of special crisis and decision as well as to facilitate a process of ongoing planning and decision making.

**130. Montgomery, John D. Alternatives and Decisions in Educational Planning. Paris: UNESCO, 1976. 69 p. Available ERIC. MF only. ED 141 885.

This booklet presents an analysis of the range of options open to educational planners in designing educational programs to serve major developmental and social goals. In his discussion, the author attempts to balance the theoretical with the practical dimensions of development administration. He focuses in turn on decisions related to technological design (first-order decisions), decisions involving choices among institutional functions (second-order decisions), and decisions that create incentives and motivate personnel (third-order decisions). Immediately following the discussion of each order of decision is an appendix that presents short illustrative case studies drawn from the literature on educational development.

**131. Moskowitz, Herbert. Some Observations on Theories of Collective Decisions. Lafayette, Ind.: Purdue University, Graduate School of Industrial Administration, 1973. 36 p. Available ERIC. ED 102 729.

This paper discusses MacCrimmon's general theoretical framework for collective decisions, reveals the modeling for collective decisions, and presents selected descriptive research in the general area of collective decisionmaking. The intent is to stimulate research or provide insight that could have practical implications for management information system design. Although decision theory is individually oriented, as research becomes more applied, researchers will be led to the problem of collective decisionmaking.

**132. Moyle, Colin R.J. Decision Making of the Instructional Improvement Committee in IGE Schools: Functions, Processes, and Relationships. Madison: Wisconsin University, Research and Development Center for Cognitive Learning, 1977. 318 p. Available ERIC. ED 145 563.

The purpose of this study was to observe and describe the functions, processes, and dynamics of group decision-making in the Instructional Improvement Committee (IIC) of multiunit Individually Guided Education (IGE) elementary schools. Data for the study were collected through interviews, questionnaires, and observations at eight established IGE schools of diverse location, socioeconomic level, and ethnic composition. Data were analyzed by schools and across schools according to the responses of the staff and based on field notes and observations. Among the study's major findings were the following: 1) the membership, modes of operation, and functions of the IIC differed considerably from the prototypical multiunit organizational model; 2) the IIC performed crucial functions related to the instruction program in IGE schools; 3) the representation function of the unit leader was widely accepted and, when effective, contributed to the cohesiveness of the IIC; 4) staff members were satisfied with the shared decision-making process of the IIC, although they perceived their influence on decisions as low; and 5) the general failure of schools to have effective Systemwide Program Committees had a negative effect on the IGE program in the schools.

**133. Murphy, Jerome T. Musings on Paul Peterson's "School Politics Chicago Style" and on the Utility of Decision-making Models. Paper presented at the annual meeting of the American Educational Research Assn. (New York City, April 1977). 1977. 18 p. Available ERIC. ED 140 467.

In "School Politics Chicago Style," Paul E. Peterson is quick to credit Graham Allison's work. There are major differences between them, however. The authors reach different conclusions about the role of rationality and bargaining because they use different definitions, because of the influence of the dominant mode of thinking at the time they wrote, because of the differing character of the puzzles examined, and because of the questions the analysts wanted to answer and why they wanted to answer them. Three lessons can be learned from efforts to apply models to decision-making. First, alternative models hold out the possibility of a better, if not more complicated, understanding of how decisions are actually made and how programs are actually implemented. Second, models have added measurably to the complexity of conducting policy research. Third, the utility of a model depends in part on the personal judgments of the analyst on what is important and appropriate for study. Models of decision-making, whether frustrating or not, have helped analysts gain a deeper

understanding of society and its study, and they are essential for the further development of policy analysis.

**134. Musella, Donald, et al. The Relationships Among Dogmatism, Administrative Style, Autonomy, and Decision-Making of Aspiring and Practising School Principals. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March-April, 1975). 1975. 5 p. Available ERIC. ED 102 704.

The primary purpose of this study was to examine the relationship between a certain characteristic in the personality of the school principal and his administrative behavior, with the ultimate dependent variable being decentralization of decisionmaking. The focus was on the relationships between dogmatism, Xness of administrative style, autonomy in decisionmaking, and decentralization of decisionmaking.

*135. Myers, Donald A. Decision Making in Curriculum and Instruction. Dayton, OH: Institute for Development of Educational Activities, 1970. 54 p.

This monograph aims at assuring greater rationality in decisionmaking processes involving boards of education, school superintendents, principals, and teachers. The discussion begins with an analysis of the present confusion regarding who makes curriculum and instruction decisions. A theoretical framework, consistent with some of the established theories concerning formal organizations, curriculum, and decisionmaking, is then proposed to form a model that can be challenged, examined, and modified. This conceptual scheme guides the practical business of making curricular decisions in school systems, schools, and classrooms.

**136. National Education Association. Community Decision-Making for Education Associations. Washington, D.C.: National Education Association, 1969. 22 p. Available ERIC. MF only. ED 095 120.

This booklet seeks to acquaint education association leaders with the concept of the community power structure, specifically with how to identify powerful individuals in the community and their role in decision making. The following topics are covered: the nature of community decision making, bases for community influence, characteristics of power actors, and the identification of power actors. Included in the section for this last topic are mini-sections on interviewing and communicating with members of the power structure and looking at it from their point of view.

*137. National Education Association. Center for the Study of Instruction. Decision-Making and Schools for the 70's. Washington, D.C.: NEA, 1970. 82 p. Available ERIC. MF only. ED 042 732.

The authors of this volume divide their consideration of decision-making into three major areas: 1) a step-by-step analysis for a systematic decision-making process that has widespread application; 2) an explicit description of the legal and extralegal components of the current decision-making structure; and 3) a review of some changing concepts of learning, content and process, and evaluation to illustrate the kinds of controversial questions that are demanding attention and decisions in schools.

**138. National Institute of Education (DHEW). Decision Making in Educational Organizations. (Report of a Conference on Organizational Processes in Education: Decision-Making in Educational Organizations; Cambridge, Mass., May 8-10, 1975). Washington, D.C.: National Institute of Education, 1975. 28 p. Available ERIC. ED 131 551.

This publication attempts to summarize and paraphrase the views expressed by participants in a conference on decision-making in educational organizations. In particular, the report reviews research literature on decision-making under conditions of goal ambiguity and suggests directions and priorities for future research. The discussion is organized into three main sections that focus in turn on behavioral research on organizational decision-making, normative research on organizational decision-making, and suggested research priorities.

**139. National School Boards Association. Buying Actions in School Districts by School Board Members and Their Administrative Staff. Washington, D.C.: the Association, 1972. 49 p. Available ERIC. ED 131 562.

This publication presents summary data from a survey that investigated the degree of involvement of school board members and other school officials in school district purchasing decisions. Data for the survey were gathered through interviews with a random sample of 784 school board members and 60 school administrators who attended the 1972 National School Boards Association convention. The survey findings are presented in a series of tables that summarize data for 17 major purchasing categories. Within each table, the responses of school board members and administrators are grouped into seven categories according to school district size, as indicated by total district enrollment.

*140. National Society for the Study of Education. The Politics of Education, The 76th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1977. 367 p.

This book consists of 11 chapters that discuss various concerns of importance in the field of the politics of education and describe some of the current research efforts in the field. Two of the chapters are of particular importance to the study of decision-making: "Participation, Representation, and Control" by Dale Mann and "Communication and Decision Making in American Public Education: A Longitudinal and Comparative Study" by Harmon Zeigler and others.

**141. Nemiroff, Paul M. Group Decision-Making Performance as Influenced by Consensus and Self-Orientation. Lafayette: Purdue University Graduate School of Industrial Administration, 1973. 45 p. Available ERIC. ED 097 776.

The study attempts to specify and verify the decision-making processes utilized by groups when faced with a multistage rating task. It is also designed to upgrade group efficacy by introducing some procedural guidelines which group members are asked to follow in resolving differences. This "structured" intervention encourages members to seek out differences of opinion and dissuades them from using "conflict-reducing" techniques such as majority vote or trading. In addition the study examines aspects of interpersonal styles on group functioning, in particular self-oriented, individualistic behavior which is apparently dysfunctional to group processes. The major implication of the study is that it is indeed possible to improve group performance, even in groups with potentially "poor" members, via a simple structures intervention.

**142. Nerlinger, Constance M. Participative Decision Making in IGE/MUS-E Schools. Madison: Wisconsin University, Research and Development Center for Cognitive Learning, 1975. 187 p. Available ERIC. ED 115 583.

The purpose of this study was to examine the relationships of the Instructional Improvement Committee's (IIC) involvement in decision making, the representation of teachers on the IIC, and the effectiveness of the Instruction and Research (I&R) Unit in Individually Guided Education/Multiunit Elementary (IGE/MUS-E) schools. The theoretical base for the study was the model of administration as a social process which states that one's need-dispositions and role expectations ideally converge to produce effective behavior. The IIC was examined as an organizational structure which allows for the inclusion of people in the planning of work goals and in the administration of tasks which affect them to benefit the

school. The three major variables (extent of involvement in decision making, representation, and effectiveness) were examined; in addition, six situational variables were identified as being factors which might account for some variation in the dependent variable, effectiveness. Seven hypotheses were developed to test the relationship of extent of involvement in decision making and representation to effectiveness of the I&R unit as perceived by unit teachers and unit leaders. Ancillary questions were posed to compare these perceptions and to examine the relationships of the institutional variables to I&R unit effectiveness. Two instruments were developed to measure the three main variables; data were collected from 48 randomly selected I&R units in IGE/MUS-E schools in 12 states. Nine major conclusions were drawn from the collected data.

**143. Nickerson, R.S., and C.E. Feehrer. Decision Making and Training: A Review of Theoretical and Empirical Studies of Decision Making and Their Implications for the Training of Decision Makers. Orlando, Fla.: Naval Training Equipment Center, 1975. 227 p. Available ERIC. ED 111 437.

Theoretical and empirical studies of decision-making were reviewed to identify results applicable to training decision-makers. The review is organized in terms of the following component tasks: information gathering, data evaluation, problem structuring, hypothesis generation, hypothesis evaluation, preference specification, action selection, and decision evaluation. Implications of research findings for each task are described. It is concluded that decision-making is not sufficiently well understood to permit the design of an effective general-purpose training system, but that systems and programs could be developed for training in specific decision-making skills.

**144. Nutt, A.T., and R.R. Batsell. Multiple Linear Regression: A Realistic Reflector. Paper presented at the Assn. for Educational Data Systems Annual Convention (New Orleans, April, 1973). 1973. 21 p. Available ERIC. ED 087 437.

Examples of the use of Multiple Linear Regression (MLR) techniques are presented. This is done to show how MLR aids data processing and decision-making by providing the decision-maker with freedom in phrasing questions and by accurately reflecting the data on hand. A brief overview of the rationale underlying MLR is given, some basic definitions are offered, and MLR is described as the process of defining alternative linear models and using appropriate test statistics to determine the model which best satisfies the criteria of simplicity and goodness of

fit. Following this, an actual question of interest to an educational decision-maker is stated, and a linear model which reflects the relevant factors is presented. The process of "testing the question" is outlined. An action-oriented interpretation of the data analysis and the resulting steps to be taken by the administrator are described.

*145. Ontario Economic Council. The Process of Public Decision-Making. Toronto: Ontario Economic Council, 1977. 68 p.

This paper illustrates the complex process by which governments make decisions in such areas as health, housing, and education. It challenges the common notion of "public interest" as a central principle of policy-making, emphasizing instead that, just as in the private sector, self-interest and the incentives for those participating in the process play a major role in determining what decisions are made or not made.

*146. Ontario Secondary School Teachers' Federation. At What Cost? A Study of the Role of the Secondary School in Ontario. Toronto: OSSTF, 1976. 140 p.

A comprehensive study of the role of the secondary school in Ontario, presenting the views of teachers, students, parents and the general public. Its aim is to present a set of goals and principles that will, in the end, provide a basis for constructive change in the schools. Of particular importance here is chapter 13, "Who Shall Make Decisions?", which assesses the degree of influence over decision-making of various groups in the educational community.

**147. Orze, Joseph J. Faculty Collective Bargaining and Academic Decision Making. Special Report No. 24. Washington, D.C.: Academic Collective Bargaining Information Service, 1975. 16 p. Available ERIC. ED 116 571.

On January 25, 1973 the Board of Trustees and the Faculty Federation of Southeastern Massachusetts University ratified what each party considered to be a unique and broadly optimistic collective bargaining agreement. The agreement was germinated as the progeny of two strongly shared beliefs: (1) in the need to create a system for the development of a participatory democracy within the academic processes of the University; and (2) that the academic processes of the University could be structured through collective bargaining to most effectively achieve such a system. In attempting to structure the university's

decision-making processes, responsibility and authority have been given credence through accountability. This is in keeping with all good administrative practices and applicable to all forms of institutions and offices. However, it has not always been rigorously applied within the academy. Southeastern Massachusetts University has learned through experience that a well conceived and well structured collective bargaining agreement is not a panacea for curing the ills of colleges and universities, but it has also learned that such an agreement can go a long way toward making them healthy, functional, and effective.

**148. Packard, John S., and Richard O. Carlson. Control Structure in the Elementary School. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976). 1976. 33 p. Available ERIC. MF only. ED 123 770.

This paper discusses different approaches to analyzing the internal control structure of organizations and describes a model interview structure that was developed for use in a longitudinal study of decision-making in 41 elementary schools. The model is designed to garner objective accounts of school decision-making through periodic interviews of informants on the staff of each subject school. The pattern of decision-making in each school was classified on the basis of interview data into five basic decision types according to the reported relationship between those rendering decisions and those governed by the decisions. Analysis of the data showed that elementary schools with unit organization tend to have higher levels of collegial decision-making on school and class-related issues than do conventionally organized elementary schools.

**149. Pasmore, William A., et al. The Effects of Two Normative Structural Interventions on Established and Ad Hoc Groups: Implications for the Improvement of Decision Making Effectiveness. Lafayette: Purdue University, Herman C. Krannert Graduate School of Industrial Administration, 1975. 39 p. Available ERIC. ED 113 812.

This paper describes a study that compared the use of consensual, nominal, and conventional decision-making techniques in established and ad hoc groups. The impact of the structural interventions on group decision quality and group attitudes is examined and the appropriateness of the techniques in various situations is discussed. Findings of the study indicate that the nominal technique is particularly well suited to situations in which time is a critical factor, while the consensual technique is apparently better suited to situations in which decision quality is critical. Both the nominal and consensual techniques appear to yield better results than conventional decision-making methods do.

**150. Participative Decision-Making. Eugene, OR: ERIC Clearinghouse on Educational Management, 1977. 5 p. Available ERIC. ED 143 062.

This report examines the role of participative decision-making in education by reviewing significant research on the involvement of teachers in educational policy-making. The discussion attempts to put participative decision-making (PDM) in perspective by highlighting empirical research on how well PDM works and by identifying some of the conditions that determine how well a specific PDM program is likely to work. Based on this analysis, general guidelines are offered to aid school administrators interested in developing PDM programs for their own schools.

**151. Participative Decision-Making. Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1977. 6 p. ED 136 356. Chapter 17 of The Best of the Best of ERIC. Full report available from ERIC. ED 136 325.

This chapter of The Best of the Best of ERIC contains 21 annotations of documents and journal articles on participative decision-making, all of which are indexed in the ERIC system. Materials on teacher, student, and citizen participation in decision-making, the principal's role in participative decision-making, and other topics are annotated.

**152. Participative Decision Making. The Best of ERIC Series, Number 7. Eugene: ERIC Clearinghouse on Educational Management, 1975. 5 p. Available ERIC. ED 101 415.

The 21 sources in this annotated bibliography -- all of which are in the ERIC system -- represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decisionmaking process. The bulk of the articles and documents are concerned with the desire of teachers and students to be included in decisionmaking and with administrator responses to this desire. Discussion of the often overlooked controversy over the inclusion of principals in district-wide decisionmaking is also included.

*153. Percival, Stanley G. Decision Making in the Schools. Toronto: Ontario Teachers' Federation, 1974. 9 p. (Occasional Paper 74-10).

This paper reviews the types of decisions made in schools and suggests criteria which will help principals determine the degree of staff involvement which is necessary and desirable. Various decision-making structures are listed and discussed.

**154. Peters, Richard O. The Citizen/Teacher Curriculum Council: A Curriculum Development Involvement Strategy. 1976. 13 p. Available ERIC. ED 127 659.

In most school systems today, curriculum development is the work of specialists who function as consultants to classroom teachers, administrators, and school boards. An alternative is the Citizen/Teacher Curriculum Council (C/TCC) approach, which calls for direct involvement of community members and classroom teachers in curriculum development. The C/TCC would function in the advisory capacity to the school district's program specialists, administrators, and school board; in turn, academic specialists and curriculum developers would counsel the C/TCC on technical matters. To ensure a minimum level of qualifications for C/TCC members, the school district should develop appropriate training programs in curriculum development. Because of the differing background and training of council members, separate training programs for professional and lay members of the C/TCC would be advisable. While the C/TCC model emphasizes direct teacher and citizen participation in curriculum development, it is not meant to exclude administrators. Rather, the structure of the C/TCC process should guarantee the interaction of administrators, teachers, community members, and specialist consultants.

**155. Peters, Richard O. The Effects of the Social Science Community on Education Decision Makers. 1977. 25 p. Available ERIC. ED 143 597.

The report chronicles social scientists' influence on the American public education system since 1900; with emphasis on social forces, educational reform movements, and individuals. The conclusion is that social scientists have played an increasingly important role in educational decision making since 1900 by incorporating social science subjects into the curriculum, advocating social education programs, stressing relevance, and preparing students for social change.

*156. Phi Delta Kappa National Study. Committee on Evaluation. Educational Evaluation and Decision Making. Bloomington, IN: Phi Delta Kappa, Inc., 1971. 368 p.

This book is an attempt to deal with the problems which arise from evaluation and to devise appropriate solutions to these problems. The five major problem areas discussed are definition, decision making, values and criteria, administrative levels, and the research model.

**157. Pierce, Milo C. Participation in Decision-Making: A Selected Bibliography. Monticello, Ill.: Council of Planning Librarians, 1972. 17 p. Available ERIC. ED 106 956.

Employee participation literature spans well over three decades, while only in the past few years has the literature on student participation begun to accumulate. Unfortunately, much of the student participation literature is made up of opinion articles on whether to encourage participation, and the relatively few empirical investigations available usually consists of descriptive reports of the perceptions and preferences of students, faculty, or administrators. Consequently, a review of the general literature of participatory decision-making may not only improve group decision-making practices in education but may also suggest viable avenues of hard research on which these practices may be soundly based. The references in this bibliography, selected primarily from the fields of business, education, psychology, and sociology, focus on employee, faculty, and student participation. Participation in decision-making is identified as the involvement of subordinates in the decision-making processes within a given formal organization. Special attention has been given to nearly all theoretical and research studies available in English. Some opinion literature and committee reports have been included because of their theoretical or planning value, but most have been excluded.

158. Ponder, A. Model for Examining Teacher Involvement in Educational Decision-making in Newfoundland. St. John's: Faculty of Education, Memorial University of Newfoundland, 1974. 12 p.

159. Ponder, A. Organizational Plan: A Conceptual Analysis of the Making and Implementation of Decisions within an Organization. St. John's: Faculty of Education, Memorial University of Newfoundland, 1974. 13 p.

160. Powell, Janet F. Decentralized Decision-Making. Washington, D.C.: Educational Research Service, 1975. 24 p.

In this paper, the current debate over decentralized decisionmaking is highlighted and facts, figures, and models based on a recent nationwide survey are presented. Decentralization in decisionmaking is defined as the involvement of building-level principals in district-wide decisions. Advantages and disadvantages of decentralization, the nature of the decisions to be decentralized, the role of the building principal, and implementation processes are discussed. The decentralization programs operating in four school districts are provided as examples.

**161. Ramsey, Margaret A. Power, Status, and Cognitive Territory in Educational Administration. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April-May, 1975). 1975. 23 p. Available ERIC. ED 105 639.

This paper attempts to develop a greater understanding of and suggests some methods for defining day-to-day changes in policy and predicting the operation of power and status affecting educational decisions. Physical and cognitive territoriality have meaning in the study and exercise of power and status, and are essential elements in understanding, acquiring, and exercising power and status in complex organizations. These territories play an important part in understanding the human networks that are essential to analysis and operation of power within an organization. A matrix analysis, used to analyze group structure, can reveal the connections and subgroups, thus becoming a sound model for analyzing the use of power in complex organizations. Three case studies are presented to illustrate the uses of cognitive and physical territoriality.

**162. Randall, Ruth E. Assessing the Need of Elementary Principals for Continuing Education in Decision-Making. Paper presented at Annual Meeting of AERA, New York, April 4-8, 1977. Available ERIC. ED 136 378.

An assessment was made of the need for continuing education in decision-making as perceived by elementary principals in the Fifty Large Cities School Districts. Questionnaires measuring demonstrated skill in decision-making and interest in increasing skill in decision-making provided data for analysis. Conclusions were that elementary principals were interested in increasing their skill in decision-making; the degree of interest differed according to the principal's level of educational preparation, age, years of experience as an elementary principal, and sex; interest was greatest for skills directly involving other people and for evaluating the effectiveness of decisions made; and continuing education provided by local school districts was most valuable.

**163. Raven, Bertram H. Power Relations in Home and School. Paper presented to the Western Psychological Association Symposium on Social Power and Social Rates (San Francisco, April, 1974). 1974. 27 p. Available ERIC. ED 093 771.

This paper explores the concept of social power as defined by the author and John R.P. French fifteen years ago. Social power is the potential influence which an agent could exert over some person. The means for

exercising that power could be in the form of any of six bases falling into the following categories: informational power, which is socially independent; coercion and reward, which are socially dependent on surveillance; and expert power, referent power, and legitimate power, which are socially dependent without surveillance. Various studies, such as a survey of the power husbands and wives use with respect to one another and a survey of the power students perceive as being exercised by their teachers and fellow students, are described to indicate the usefulness of the power base concept. Recent directions and ideas for further research using the concept of social power are mentioned and include assigning attribution of causality for change and social power and relating the cause of change with the choice of base for its accomplishment.

164. Rich, John M. New Directions in Educational Policy. Lincoln NE: Professional Educators Publications, 1974.

165. Rist, Ray C., and Ronald J. Anson (eds.). Education, Social Science, and the Judicial Process. New York: Teachers College Press, Teachers College, Columbia University, 1977. 130 p.

As courts at the local, state, and federal levels take an increasingly large role in formulating educational policy, serious questions arise about the use of social science data in judicial decisionmaking. The seven papers in this book were first presented at a symposium focusing on an exploration of the manner in which the definitions of educational problems, the form and content of social science data brought to bear on an understanding of these problems, and the resultant policy decisions have been influenced by the new role of the courts. The papers in this collection, by both social scientists and jurists, examine various aspects of the present judicial approach to educational problem-solving and policy-making.

*166. Rivlin, Alice M. New Approaches to Public Decision-Making. Prepared for Economic Council of Canada. Ottawa: Information Canada, 1972. 37 p.

There is a growing public concern for improving the processes of government decision-making. Many governments have already taken cognizance of this concern, and the last decade has seen new approaches to public decision-making taking shape in many countries. This book is a discussion of some of these new approaches.

167. Rozycki, Gaston R. A Study of Saskatchewan Elementary School Teachers' Desire to Participate in School Level Decision Making. Regina: University of Saskatchewan, 1972. 118 p.

**168. Ryan, Michael G. An Experimental Study of Discussion Time and Risky Shift. Paper presented at the Annual Meeting of the International Communication Assn. (Montréal, April, 1973). 1973. 14 p. Available ERIC. ED 084 606.

The term "risky shift" is used to describe the tendency of groups to make a collective decision that is less conservative than the members might make as individuals. Previous research on this subject has been based on three analytical categories: demographic makeup of groups, group familiarity with the task and information, or individual personalities. The amount of time allotted to a discussion has been considered as a factor that might determine whether one group might demonstrate more risky shift than another. One study tested the hypothesis that groups with very short discussion time would be more likely to reveal risky shift in their decisions than those who had more time for discussion. Results of questionnaires that evoked individual choices on certain dilemmas do not, however, support the hypothesis and, further, give rise to questions about the significance of the risky shift phenomenon.

*169. Ryan, Thomas F., and Josue Cruz, Jr. Assessment: Humanizing Decision Making. Washington, D.C.: American Association of Elementary, Kindergarten, and Nursery Educators, 1974. 66 p. Available ERIC. MF only. ED 097 362.

A total assessment system based upon the concepts and processes dealt with in this study/action publication to help improve decision-making is presented. Three groups of people are dealt with specifically: children in the early years, (through grade three); children in the middle years, (through grade eight); and professional educators. The conclusion of the assessment process is in two parts: a decision about an individual and an analysis of the total assessment system. The decision about the individual should involve the individual and result in an educational improvement. Analysis of the system should result in an improved system. It is the responsibility of the system to assist the individual to refocus existing knowledge, attitudes and skills or develop new ones through existing in-service activities. Professional assessment depends upon the allocation of sufficient resources to do the job. It is essential to that task that professionals develop a comprehensive approach to the question. A process for getting started, some problems to avoid, and some characteristics to include have been suggested. This document is a work and study guide for teachers, parents, community groups and administrators to develop a plan of action to educate children in our society.

**170. Schaffarzick, Jon. Teacher and Lay Participation in Local Curriculum Change Considerations. Paper presented at the Annual Meeting of the Education Research Assn. (San Francisco, April 19-23, 1976). 1976. 36 p. Available ERIC. ED 126 620.

This study examines the roles of teachers and citizens in decision-making related to curriculum planning and change. Interviews were conducted with persons involved in curriculum decision-making in 34 school districts in order to ascertain how they determined whether or not to make elementary level curriculum changes. The rational and political aspects of this process were analyzed, as well as patterns of participation by teachers and laymen. The study revealed that a variety of curriculum change processes exist in these different districts. Both teacher and citizen participation has increased across the past few years, although citizens participate less frequently in curriculum decisions than teachers. The participation of both groups, however, has generally been superficial, and the major decisions are still usually made by higher authorities. The study also revealed that conflict tends to increase participation, to enhance rationality, and to democratize political aspects of curriculum change. Because both teachers and laymen have certain restrictions on the time and energy they can devote to decision-making, they should be provided with better mechanisms and forums for their involvement.

**171. Schmidltein, Frank A. The Selection of Decision Process Paradigms in Higher Education: Can We Make the Right Decision or Must We Make the Decision Right? Berkeley: Univ. of California, Center for Research in Management Science, 1973. 74 p. Available ERIC. ED 084 960.

Decisionmaking in organizations is examined from the perspective of open systems organization theory. Employing this perspective, this paper represents a critique of the views held by planners and systems analysts and the conflicting assumptions of their critics. The conclusion reached is that neither the assumptions held by planners, nor those of their critics are wholly acceptable to the policymakers. Policymaking requires a mixed strategy of decisionmaking that is dependent on situational constraints and on tradeoffs between desirable but conflicting values. This paper begins by briefly describing a controversy over the management and organization of the University of California library system. A theory of decision process selection is suggested that provides a framework for analyzing this controversy. This theory suggests that there are 2 major paradigms that policymakers use to describe decision processes. The historical roots of these paradigms are noted and the

paradigms are described. The report suggests that there is a gap between normative assumptions of the decision process paradigms and the conclusions drawn following an examination of the constraints and values found in higher education.

**172. Schofield, Dee. Conflict Management in Education. Arlington, Va.: National Assn. of Elementary School Principals, 1975. 32 p. Available ERIC. ED 101 414.

Since the school administrator cannot avoid conflict, it is imperative that he or she be prepared to cope with it when it arises and, if possible, before it develops. More than simple coping with conflict, an administrator needs to know how to channel conflict toward constructive ends. Conflict theory is given primary attention in this paper in order to provide school administrators with a conceptual framework within which to analyze the conflict-laden events and situations that arise in daily administration. It is essential that administrators be apprised of the complex nature of conflict and of its underlying dynamics, so that they come to see opponents not as enemies but as fellow human beings subject to the same forces that they themselves are subject to.

*173. School Management and Evaluation System. Project Termination Report (PTR). Cincinnati: Cincinnati Board of Education, 1973. 116 p. Available ERIC. ED 084 718.

Financed with ESEA Title III funds since 1970, the School Information System (SIS) was designed essentially to furnish school administrators with data and information with which to make better decisions. The basic means were to (1) build and improve a data bank, (2) prepare and disseminate computerized reports to the decision-makers -- especially school principals, and (3) train them to understand and ultimately to use the reports in their management of schools. By the end of the third year, 96 principals of the 98 total, in response to a survey, reported they understood SIS reports "rather well" or "very well", while a consistent majority said they used the reports at least monthly for at least six different functions. In addition, the reports turned out to have considerable appeal to community, parent groups, central office personnel -- as well as for the principals and assistant principals. Perhaps most indicative, a major part of project costs were picked up by local funds after the Title III grant expired in April of 1973.

**174. Silverblank, Francine. Using Communication Models to Analyze Decision-Making in the Developmental Process. Paper prepared for the Annual Meeting of the American Educational Research Association (Chicago, April, 1974). 1974. 13 p. Available ERIC. ED 097 734.

This paper uses two communication models, Goffman's theatrical model and Harris' psychological model, to

illustrate the communication process as it occurs in curriculum projects and to anlayze the processes by which people influence each other -- decision making and non-decision making. It is suggested that viewing such projects from diverse perspectives, such as organizational theory of communication theory, provides additional tools for analyzing and predicting what occurs in the area of curriculum development.

**175. Skutsch, Margaret, and Diana Hall. Delphi: Potential Uses in Educational Planning. Project Simu-School: Chicago Component. Chicago: Chicago Board of Education, Dept. of Facilities Planning, 1973. 30 p. Available ERIC. ED 084 659.

Delphi is a method for obtaining group judgments on factual matters for which precise information may not be available, and on values for which information is a matter of opinion. This paper discusses different applications of the Delphi method to educational planning and attempts to evaluate its potential in resolving the particular needs of the educational planning process. The technique is described and explained, and specific areas in which Delphi could be used are considered. Examples of cases in which the technique has been applied are presented. Particular attention is paid to the kinds of actors or participants who are likely to be involved in each decision area, and the most suitable designs for a Delphi exercise are outlined for each case.

**176. Slusher, Tarry G., and Guy D. Cutting. Systematic Problem Solving and Decision Making. A Handbook for Teachers, Supervisors and Administrators. 1975. 15 p. Available ERIC. ED 119 355.

This publication is intended to aid practicing educators in reviewing and utilizing current principles of problem-solving and decision-making. The booklet is organized in five short sections that briefly discuss different aspects of organizational problem-solving and outline suggested steps to guide educators in applying problem-solving techniques to educational situations. These sections focus in turn on analysis of job priorities and objectives, decision-making as related to learning designs, problem analysis, potential problem analysis, and implementation of educational plans.

**177. Stanwick, Mary Ellen. Patterns of Participation. A Report of a National Survey of Citizen Participation in Educational Decision Making. Boston: Institute for Responsive Education, 1975. 98 p. Available ERIC. ED 108 350.

For the reader who wants to know in general terms about the current status of citizen participation in educational decision-making, a descriptive account of a national

survey and a summary of the findings are presented. A section containing the results of an opinion portion of the survey should also be of interest to the general readers. Two directory sections are included: one lists school districts reporting citizen participation activity, and one lists active citizen organizations. The participant groups are divided into two categories: Category 1 organizations are those whose role in educational decision-making is defined by the school district. Category 2 groups are private, nonprofit organizations not formally associated with the school system, but concerned with educational policy and practice in a local school district. While there is evidence of quantitative increase -- more groups and more activity -- the survey has produced nothing that would indicate any important shift in the way that schools are governed. Much of what was learned about the participation of citizens in educational decision-making does, however, offer some cause for hope for the future.

**178. Stephens, Kent G. A Fault Tree Approach to Analysis of Behavioral Systems: An Overview. 1974. 21 p. Available ERIC. ED 095 588.

Developed at Brigham Young University, Fault Tree Analysis (FTA) is a technique for enhancing the probability of success in any system by analyzing the most likely modes of failure that could occur. It provides a logical, step-by-step description of possible failure events within a system and their interaction -- the combinations of potential occurrences which could result in a predetermined undesired event. The analysis for a fault tree begins with a precise statement about an undesired event of critical importance in a decision making process. This statement stands at the top of the tree, and the analysis proceeds downward. Contributing failure events are then interrelated by means of "logic gates" (e.g., AND and OR) to illustrate the cause and effect relationship which results in the undesired event. (A description of the FTA approach and its applications is included.)

**179. Stepp, Ermel, Jr. General Systems Decisions in Educational Development. 1974. 37 p. Available ERIC. ED 089 404.

Effective action in educational development is dependent upon an adequate consideration of requisite variety. An adequate consideration of requisite variety includes a delineation of the information field appropriate for the decision-making system. The evaluation of an educational system qua organization requires the delineation, procurement, and provision of information for the reduction of uncertainty in decisionmaking. The purpose of the evaluation is to facilitate the improvement of general systems decisions in educational development.

**180. Stetz, Frank P. A Comparison of Criterion and Norm-Referenced Assessment for the Purposes of Decision-Making. Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Mass., May, 1975). 1975. 13 p. Available ERIC. MF only. ED 109 223.

While much has been written on the topic of criterion-referenced testing and consequently its comparison with norm-referenced testing, measurement specialists have not as readily approached the subject of the implications involved in reporting such test information. The purposes of this paper are to (1) draw distinctions between criterion and norm-referenced assessment; (2) delineate the purposes for which uses of test information are employed; and (3) evaluate the usefulness of criterion and norm-referenced measurement in providing the necessary data for each test information use. In an earlier work, Cronbach (1949), classified testing under three main headings: prognosis, diagnosis, and research; three additional uses of test information have been added: growth, achievement and program evaluation. Such an evaluation should hopefully provide school personnel with the understanding of the distinction between the types of information available from both criterion and norm-referenced testing. Such knowledge should help to promote the understanding that certain measurement information is better assessed by one type of assessment tool rather than the other depending upon the decision-making purpose in question.

**181. Stromquist, Nelly, and Rudolph Johnson. Who Participates: A Field Study of Participation in Planning in a School District. Palo Alto: Palo Alto Unified School District, 1976. 101 p. Available ERIC. ED 131 605.

This paper examines educational participation as a process. It centers on educational participation as a behavioral act because outcomes are not independent of the actors who shape them. A knowledge of who participates and why they do so should help in understanding and predicting change in educational institutions. This research effort attempts to analyze the effect of selected antecedent and concurrent variables on participation in participatory educational planning. This particular vehicle for educational participation has two significant features: it is a form of involvement that allows people to participate at the policy level (making policy decisions via long- and medium-range planning proposals) and is an easily accessible form of participation.

**182. Temkin, Samford. Methodological Implications Deriving from Nine Decision Cases. Philadelphia: Research for Better Schools, Inc., 1970. 10 p. Available ERIC. ED 108 306.

This paper describes the characteristics and circumstances defining nine decision cases in an effort to provide methodological assistance for practitioners. Each case is examined according to its objectives (single or multiple), resource level (limited or unlimited), time frame (a priori or evaluative), and the nature of desired decisions. In cases 1,2, and 3, the decision-maker considers activity-designs. The complexity of cases 4, 5, and 6 mandates more detailed analysis. Here the notions of tasks and program-packages (sets of tasks) are introduced. In cases 7, 8, and 9, the term activity is used to connote the same overall meaning as program-package. These distinctions are necessitated by analytic complexities arising out of a need to derive an optimal decision-variable for each case. Decisions made by the decision-maker are at the level of activity-design for cases 1 and 2, program-package for cases 4 and 5, and activity for cases 7 and 8. The case discussion is preceded by an introductory exhibit showing the evolutionary structure of the nine cases.

**183. Tesser, Abraham, and Sidney Rosen. Bias in Interpersonal Communication. Study prepared at University of Georgia, Department of Psychology, 1975. 56 p. Available ERIC. ED 119 253.

Since the ability to make good decisions and take appropriate actions is dependent upon the accuracy of relevant information, it is important to understand the ways in which knowledge of the world can be distorted or biased. This paper is a systematic review of the literature concerning three ways in which distortion or bias can be associated with the information an individual gets in interpersonal communication: the systematic selection process in terms of who talks to whom, the biases in the communicator's decoding of the message, and the biases in the communicator's encoding of the message. An extensive list of references is included.

**184. Trusty, Francis M. An Exploration of Conflict and Conflict Management. 1976. 32 p. Available ERIC. ED 126 573.

The study reported on was conducted to study aspects of conflict and conflict management that might have implications for the fields of education and educational administration. The five phases of the study include a review of the literature, a series of interviews, a

synthesis of ideas, the dissemination of findings, and a concluding research effort focused on the various types of conflict being studied. The study is not yet complete. It was assumed that conflict is pervasive in all facets of life, that it is a natural rather than a pathological phenomenon, and that the properties of conflict, the situational variables related to the production of conflict, and the characteristics of effective and ineffective conflict management strategies could be identified and isolated for purposes of analysis and diagnostic study. The types of conflict studied were intrapersonal, interpersonal, intragroup, intergroup, intraorganizational, and interorganizational. The variables related to conflict include its origins, causes, symptoms, and outcomes as well as strategies to manage conflict and the goals of parties engaged in conflict. The persons interviewed were representative of the major fields of inquiry, including political science, sociology, economics, psychology, education, business, labor arbitration, and law. Tentative results are presented.

**185. Tweddale, R. Bruce. Difficult Budgetary Decisions: A Desk-top Calculator Model to Facilitate Executive Decisions. Paper presented at the Annual Forum of the Association for Institutional Research (Los Angeles, May, 1976). 1976. 16 p. Available ERIC. ED 126 846.

Presented is a budgetary decision model developed to aid the executive officers in arriving at tentative decisions on enrollment, tuition rates, increased compensation, and level of staffing as they affect the total institutional budget. The model utilizes a desk-top programmable calculator (in this case, a Burroughs Model C 3660). The model allows the executive officers to meet together and test inputs to the budget and receive immediate feedback on the size and nature of the resulting institutional budget. The outputs allow the decisionmakers to discuss immediately the effects of their decisions on inputs as they relate to outputs. The use of a calculator has certain advantages in terms of expense, ease of programming, and portability.

**186. Uchitelle, Susan, and Richard L. Nault. The School Choice Behavior of Parents Afforded Public School Options: A Case Study of Parental Decision Making in One Suburban Community. Paper presented at the annual meeting of the American Educational Research Association (New York City, April, 1977). 1977. 44 p. Available ERIC. ED 141 736.

The purpose of this study was to examine the school choice behavior of Collegeville parents who lived within

three optional attendance zones and who were sending their children to the Coliegeville schools for the first time. Subjects were 48 mothers in such families. Interviews were intended to determine the following: (1) whether parents who were offered a choice deliberated about the options available to them or whether they chose a school on the basis of one or two narrow criteria; (2) what procedures the parents followed in selecting a school; and (3) what criteria the parents used in making their final selections. Findings show that over two-thirds of the parents used their choice opportunities to select the school they felt was most suited to their child. Active search behavior seemed to be elicited by two considerations: (1) schools available to the parents qualitatively differed; and (2) education levels of the parents were high. Parents at the lower ends of the socioeconomic range were less likely to have heard about their choice opportunity and to have researched and deliberated. Generally, parents were most concerned about the nature of the school and classroom environment to which their child would be exposed.

**187. Van Patten, James J. Social Control and Human Engineering: A Framework for Decision-Making. Paper presented at American Educational Research Assn. Annual Meeting (Chicago, April, 1974). 1974. 21 p. Available ERIC. ED 089 424.

Social control and human engineering are vital factors in providing balanced, controlled, planned directions for educational decisionmaking. Designed to encourage individual growth, these factors are morally neutral; the way in which they are implemented determines their worth.

*188. Vaughn, John W. Team Teaching: Initiating Teaming, Organizing Decision-Making Structures, Evaluating Team Teachers. Speech given before National Assn. of Elementary School Principals Annual Convention (Anaheim, April-May, 1974). 1974. 21 p. Available ERIC. ED 090 701.

Teaming is a step toward individualization or personalization of learning. Teams should be composed of from 3-6 teachers, one or more aids, student teachers if possible, and 60-150 students of varying chronological ages. The team training program should be designed to make all participants aware of changing expectations, and to build the skills needed to implement the program. The training program should also concentrate on building decisionmaking structures that assure individual teachers, the building principal, and others of the opportunity to make the appropriate decisions within the range of their defined responsibilities. Professional self-improvement is encouraged in a team setting as teachers adopt the strategy of voluntary peer evaluation. The individual teacher diagnoses management or instructional problems and contracts with another teacher to observe and critique his teaching.

**189. Volp, Frederick D. The Politics of Policy-Making: Minority Strategems. Paper presented at Annual Meeting of AERA, April 4-8, 1977. 22 p. Available ERIC. MF only. ED 138 701.

This paper reviews and discusses political models that bear on policy-making processes. The first part of the report deals with the merits of the "elitist" versus the "pluralistic" frameworks used to analyze the exercise of power in local communities. This review of the theories serves as a basis for a subsequent discussion of "non-decision" as an analytic tool for comprehending the nature and uses of power. Practical minority community strategems designed to enhance political influence over local educational policies are then outlined. Based on unobstrusive data, the strategems discussed provide a conceptual framework for policy research in education while the qualitative methodology offers a research roadmap.

*190. Walker, William G. Centralization and Decentralization: An International Viewpoint on an American Dilemma. Eugene, Oregon: Center for the Advanced Study of Educational Administration, Univ. of Oregon, 1972. 25 p.

Compares and contrasts the organizational structures adopted for education in the United States, Canada, Australia and Europe.

**191. Wallace, Les, and Leslie Baxter. Conflict Management in "Ad Hoc" Problem-Solving Groups: A Preliminary Investigation. Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Albuquerque, Nov., 1973). 1973. 10 p. Available ERIC. ED 084 616.

Full study of small group communication must include consideration of task and socio-emotional dimensions, especially in relation to group problem solving. Thirty small groups were tested for their reactions in various "ad hoc" conflict resolution situations. Instructions to the groups were (1) no problem-solving instructions (control), (2) reflective thinking instructions, (3) conflict management instructions, and (4) instructions combining reflective thinking and conflict management. Posttesting yielded group satisfaction, perception of tension, and expression of disagreement. Results showed that there were no significant differences among the various groups and approaches. These findings contradict earlier published research using managed conflict instruction.

*192. Wallin, Herman A. A Study of the Role of Teachers and Administrators in Selected Saskatchewan School Systems. Regina: SSTA Research Centre, 1972. 46 p.

This study is concerned with policy development in educational organizations, and attitudes toward the involvement of professional employees.

*193. Wallin, J.H.A. Policy Development Within Educational Organizations. Edmonton: Alberta Teachers' Association, 1973.

The author contends that the reorganization of the older bureaucratic patterns of hierarchy requires more than just a mechanistic restructuring of relationships to facilitate greater participation in decision-making. Restructuring will need to take into account how pervasive is the demand for participation, the kind of participation being sought, and the policy areas in which there is the greatest desire for involvement. This study investigated attitudes in Alberta school systems concerning who should be involved in the development of internal organizational policies.

**194. Ward, G. Robert, and Sherry B. Borgers (comps.). Decision Making 1. Affective 7.0. Houston: Houston University, Texas College of Education, 1972. 10 p. Available ERIC. ED 100 883.

The purpose of this learning module developed at the University of Houston is to aid the prospective teacher in defining problems so that decision making can be handled in a flexible manner. The student is presented with five situations and asked to define the problem from the point of view of the student, the teacher, and the parent. The module has no prerequisites, no enabling objectives, and no preassessment procedures. The terminal objective is exploratory in nature.

**195. Ward, G. Robert, and Sherry B. Borgers (comps.). Decision Making 2. Affective 8.0. Houston: Houston University, Texas College of Education, 1972. 6 p. Available ERIC. ED 100 941.

Teachers are continuously faced with decisions, and often there is no one correct solution or answer. Therefore it is important for the teacher to be able to examine a situation and consider many alternative solutions before making a decision. This module is designed to give the learner an opportunity to consider situations and generate alternatives through various activities, including group discussion, presentation of a video tape which the learner has made, and participation in teaching situations and teaching decisions.

**196. Ward, G. Robert, and Sherry B. Borgers (comps.). Decision Making 3. Affective 9.0. Houston: Houston University, Texas College of Education, 1972. 25 p. Available ERIC. ED 100 882.

This competency-based teacher education module focuses on decision making. It is stated that in this module the participant will make a tentative commitment toward a certain course of action, receive feedback from his/her surroundings and peers as to the adequacy and appropriateness of the commitment, then reshape the commitment into a different form as he/she learns more about himself/herself

and environment. The module centers around an activity called the "In-Basket". In this activity the participant is given information about an imaginary situation through a series of letters, memos, notes, and other material. He or she is then asked to make a decision from a teacher's point of view.

**197. Watson, Cicely. Report of the Survey of Canadian Users of Mathematical Models for Educational Decision Making. Toronto: Ontario Institute for Studies in Education, 1973. 57 p. Available ERIC. ED 084 639.

The survey reported on in this document addressed itself to discovering what kinds of quantitative models have been developed and implemented for educational decisionmaking during 1965-72, and what planning questions they are intended to answer; where these models have been implemented and to what extent they are being used; and the cost of such models. A total of 126 questionnaires, with an accompanying explanatory letter, were sent out -- 61 to large school boards, 44 to universities, and 21 to educational system authorities. The survey results presented here are divided according to the three types of institutions considered and by geographical area. Tables of summary data and a sample survey questionnaire and explanatory letter are included in the appendix.

**198. The Waubonsee Ad Hocracy. Aurora, Ill.: Waubonsee Community College, 1974. 7 p. Available ERIC. ED 100 473.

The Waubonsee Community College Ad Hocracy model of governance incorporates the concept of a streamlined, flexible organizational structure which allows for voluntary participation in problem-solving and decision-making. Central to this model is the concept of open meetings which provide for the consideration of all view and the reaching of consensus through discussion and persuasion. The system operates within defined paramters: items negotiated in collective bargaining are excluded from consideration in the Ad Hocracy, as the governance model is intended to complement rather than replace the collective bargaining process; the overriding intent of the system is to augment existing authority, not circumvent it; full and open voluntary participation must be insured. The three mechanisms for dealing with institutional problems -- the administrative action mechanism, the "trial balloon" mechanism, and the ad hoc committee mechanism -- are presented in full. Descriptions of the three mechanisms, a flow chart which illustrates the interrelationships between the mechanisms, and the stated objectives of the system, provide a picture of system components and processes.

**199. Weischadle, David E. Administrative Decision-Making and Computer-Based Planning Systems. Paper presented at PPBS National Conference (New York, November, 1973). 1973. 15 p. Available ERIC. ED 087 098.

This paper presents the overall conceptual framework in which information gathered and stored by computers can be transformed into a comprehensive planning system useful in administrative decisionmaking. Identified and discussed are information needs (enrollment, costs, resources, and measurements) and a sample system (STEP - System for Trenton's Educational Planning). An extensive bibliography is included.

200. Wick, John W., and Donald L. Beggs. Evaluation for Decision-Making in the Schools. Boston: Houghton Mifflin, 1971.

201. Williams, Ervin. Participative Management: Concepts, Theory and Implementation. Atlanta: School of Business Administration, Georgia State University, 1976. 292 p.

This book brings together in one source, basic participative management theory, a broad range of research on the subject, and a number of methods and techniques to assist the practitioner in implementing participative management. Three sections included are (1) Concepts and Theory, (2) Research Studies, and (3) Practice and Implementation. Focus is on examining the assumption that behavior exhibited by the participative manager will yield high productivity and increased worker satisfaction, and on determining to what extent and under what conditions this is true. Featured in the book are 19 selected working papers which analyze the development and use of participative management techniques in various types of organizations.

**202. Wims, Warner Barry. Decision-Making Theory and University Advancement. 1976. 34 p. Available ERIC. ED 135 295.

There are a number of constraints on administrative leadership in today's university. This paper argues that the decision-making theory of March, Simon, and Cyert gives the administrator a good framework for advancing the university toward meeting societal needs and demands, while allowing for faculty-student freedom and discretion. Some alternative theories are reviewed and corresponding advantages of the decision-making view are introduced. Decision theory contributions to our understanding of models of reality, conflict, and coalitions are discussed. The relationship between the business firm and the university is also considered along with some suggestions for practitioners that derive from the decision-making perspective.

**203. Wolfe, A.E. Improving Educational Administrative Decisions. 1975. 16 p. Available ERIC. ED 119 348.

This paper discusses the financial crisis facing public education in the United States today and argues that the most effective response to this crisis is to improve the decision-making skills of educational administrators. Based on a review of the literature on administrative decision-making and organizational change, the author examines several alternative approaches and recommends a developmental procedure that will result in improved administrative value skills. In his discussion, the author identifies specific administrative value skills that may be used as criteria for measuring the degree of improvement in decision-making by educational administrators.

**204. Worner, Roger B. Criterion-Referenced Curricular Decision-Making; Critical Computer Applications. Paper presented at the Annual Meeting of the Association for Educational Data Systems (Virginia Beach, April-May, 1975). 1975. 15 p. Available ERIC. ED 107 212.

The most promising and significant utilization of computer science in school districts is said to be in the domain of curricular decision making. The potential for humanizing instruction for students and refining the content and make-up of curricular offerings is particularly emphasized. A step-by-step decision making method is advanced as follows: identifying and sequencing skills and processes; referencing skills and processes to curricular materials; constructing representative test items; referencing test items to skills and processes; and establishing decision rules. Methods for improving more effective delivery of services to students are described, along with the use of computers in curricular material organization and cost-effectiveness analysis.

**205. Wynn, Richard. Administrative Response to Conflict. Pittsburgh: Tri-State Area School Study Council, 1972. 23 p. Available ERIC. ED 128 885.

Enduring resolution of conflict is not so much the result of clever tricks as of the state of mind of superintendents, school boards, teachers, students, and citizens and of the organizational climate of the schools and the community. It is important to view conflict in neutral terms, realizing that conflict may be good or bad. Effective administrators can accept conflict and capitalize on it to move the organization forward more rapidly. Many of the more difficult conflicts arise from goal ambiguity; by reducing goal ambiguity we can reduce many of the conflicts that arise over means. The classic outcomes of conflict

are avoidance, deadlock, victory/defeat, compromise, and integration. Of these, integration is probably the least common but most effective over the long run. Organizational climate appears to predispose an organization toward productive conflict or destructive conflict, and the administrator significantly influences this climate by his administrative style and values.

**206. Wynn, Richard. Theory and Practice of the Administrative Team. Washington, D.C.: National Assn. of Elementary School Principals, 1973. 52 p. Available ERIC. MF only. ED 082 367.

Balance of power shifts in education have led to dramatically changed concepts of authority role relationships in school systems. There is a growing appreciation of the need for valid, knowledgeable inputs to the administrative decision-making process from various organizational levels, and a growing understanding of the values of well-conceived group decisionmaking. These and other factors are leading administrators to an intensified interest in the nature and benefits of the administrative team concept in educational governance. This monograph attempts to lay the groundwork for understanding the place of such a team in the administrative scheme of things, develops a definition, and identifies some of the prerequisites to the successful operation of administrative teams.

**207. Yasgur, Bruce J. The Program Evaluator's Role in Cross-Project Pollination. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April-May, 1975. 1975. 12 p. Available ERIC. ED 106 344.

An expanded duties role of the multiple-program evaluator as an integral part of the ongoing decision-making process in all projects served is defended. Assumptions discussed included that need for projects with related objectives to pool resources and avoid duplication of effort and the evaluator's unique ability to provide an objective communication conduit among such projects' administrative and field personnel. It is observed that evaluators already perform this function unofficially in many cases. The study concludes that such a function should be recognized as a legitimate and important part of the evaluator's role.

*208. Young, Jean Helen. Curriculum Decision-Making Preferences of Alberta School Personnel. Edmonton: University of Alberta, 1977.

This is the final report of a study conducted in the province of Alberta which was designed to investigate the preferences for seven kinds of curriculum work, preferences for five levels of curriculum decision-making, perceptions of the attractiveness of curriculum work,

and the relationship of school situation, type of employment, and professional background to the first three points. The study focuses on the people whose participation is essential for decentralized curriculum decision-making -- the hundreds of personnel employed in Alberta schools.

209. Zeigler, Earle F., and Marcia J. Spaeth, eds. Administrative Theory and Practice in Physical Education and Athletics. Englewood Cliffs: Prentice-Hall, 1975. 459 p.

This collection of writings attempts to fulfill the need for practical preparation for administrative leadership. It provides alternative methods to the usual trial-and-error procedures by suggesting methods based on current management principles and the most recent theories of administration. Practical aspects of decision-making, planning, evaluating, technical administrative concerns of finance, public relations, and personnel are shown. The four parts of the book describe: (1) the background and development of administrative theory and practice in physical education; (2) the scope, methodology, summary, and findings concerning administrative processes including leadership, group cohesion, faculty job satisfaction, economic factors influencing athletics, communication, and environment; (3) technical administrative concerns such as human relations, planning and construction of facilities; employment theory and practice, and budgetary processes; and (4) philosophical recommendations for examining the present and the future.

**210. Zeigler, Harmon, et al. Communication and Decision Making in American Public Education: A Longitudinal and Comparative Study. Eugene: Oregon University Center for Educational Policy and Management, 1976. 62 p. Available ERIC. ED 124 441.

The hypothesis of this paper is that the patterns of political influence on public school systems are changing. Public school systems are subject to so many political influences that one can raise the question, "Who governs?" The educational policy-making procedures seem to have become politicized in the wake of the turbulence of the 1960's. The relationship among school boards, superintendents, and the public in the realm of education is unclear. In order to gather data to test the hypothesis, a longitudinal, comparative research method was devised to include both systematic observation of events and periodic recordings of participants' perceptions. Data were collected for the 1974-75 academic year on the flow of communications and decisions in 11 public school

districts in the United States and Canada. Observation of open school board meetings in these districts indicates that among the evident differences are variety in the functions of decision making and communication, distribution and intensity of discussion, the qualitative nature of communication, distribution and intensity against specific action, and the responsibility for setting the agenda of the meetings. The finding is that, in spite of marked contrast in these and other areas, the superintendent still emerges in each case as the dominant actor. This conclusion implies that further research investigating public communication to the school board and to the superintendent is indicated. Tables, charts, appendices, and footnotes are included in the essay.

**211. Zelonka, J. Richard. Shared Decision Processes in Public Education. Paper presented at the annual meeting of the American Educational Research Association (New York City, April 1977). 1977. 25 p. Available ERIC. ED 144 174.

Processes that integrate the logical and participative dimensions of group decision making and problem solving are increasingly important to those responsible for the organizational development of educational systems. This paper describes a model (The Optimal Combination of Processes for Creative Problem Solving) that was designed to deal with a problem class believed greater in cognitive complexity than any dealt with before. This model was designed for the development of recommendations and plans intended to improve the effectiveness and administration of a state adult basic education program. Participants were unanimous in praising the group process employed. An appendix contains sample problem and solution identification worksheets.

B. ARTICLES

1. Abdel-Halim, Ahmed A., and Kendrith M. Rowland. Some personality determinants of the effects of participation: a further investigation. Personnel Psychology 29:41-55 Spr'76. EJ 149 480.

Studies by authors and also by Tosi (1970) fail to corroborate Vroom's hypothesis (1960) that the relationship of participation in decision-making to job satisfaction is influenced by subordinate's need for independence or authoritarianism. Methodological differences in studies are considered insufficient to account for contradictory findings, indicating need for further research.

2. Adams, Carl R., and others. Decision-making and information systems in colleges. J Higher Ed 47:33-49 Jan/Feb'76. EJ 131 230.

A study of decision processes in 10 small- to medium-sized colleges examined academic program review, faculty performance evaluation and budgeting, and the use of information and analytical data. A resultant description of college decision-making and information systems and hypotheses for future research are included.

3. Adesina, Segun. Decision-making models in educational administration. West African Journal of Education 16:195-203 Je'72.

4. Advocates of parents' rights want a piece of the action. Updating Sch Bd Policies 6:1-4,6 Jun'75. EJ 120 803.

5. Alexander, Kenneth O. On work and authority: issues in job enlargement, job enrichment, worker participation and shared authority. American Journal of Economics and Sociology 34:43-54 Ja'75.

*6. Allan, G. Roger, et al. Three leadership styles: an informal discussion. OCLEA no 7:9-13 My'76.

Three Ontario school administrators discuss their views on leadership and the role of the administrator in the decision-making process.

7. Anderson, G. Lester. Organizational diversity. New Directions for Institutional Research -:10:1-20 Sum'76. EJ 143 199.

An analysis of the structure, function, and government of departments, professional schools, and institutes or centers is offered.

8. Argyris, Chris. Single-loop and double-loop models in research on decision making. Admin Sci Q 21:363-375 Sept'76. EJ 144 734.

Current research and theory largely ignore the role of learning and feedback in the decision-making process. A theory of action based on single-loop learning is the most general current model of action. A double loop model that provides feedback and more effective decision-making is proposed.

9. Astin, Alexander W. Measuring the outcomes of higher education. New Directions for Institutional Research 1:23-46 Spr'74. EJ 104 471.

Much more research on the outcomes of higher education is needed before higher education can be truly evaluated and made accountable. The problems in such research are discussed and results are suggested that might be used to improve decisionmaking in higher education.

10. Barrington, J.M., and G.N. Marshall. School administration and educational rituals: a case study of participative decision making. J Ed Admin 13:92-98 My'75. EJ 125 832.

Recounts a recent attempt of a New Zealand secondary school to resolve a challenge to the tradition of compulsory school uniforms, and questions the validity of some assumptions implicit in much of the contemporary writing about educational decision-making.

*11. Belasco, James A., and others. Participation and control: the Tannenbaum hypothesis revisited. Planning and Changing 6:3-4:135-147 '76. EJ 146 405.

Reports the relationship between teachers' participation in organizational decision-making and the perceived influence attributed to their administrative superiors, the principal and the superintendent.

12. Benn, Caroline. Polling the people. Where no. 110:295-296 N'75.

The value of polls on education.

*13. Benoit, Andre. A note on decision making processes in the politics of education. Comp Ed Rev 19:155-68 Feb'75. EJ 113 520.

Article presented some considerations on the problem of conceptualization of politics of education and of decision-making processes and then analyzed questions that are raised when a decision-making approach is applied to the study of the educational institution.

*14. Berger, Ellis. Some 45-15 drawbacks: the teachers' view. Phi Delta Kappan 56:420-421 Feb'75. EJ 110 931.

Reveals strong teacher dissatisfaction with the 45-15 plan adopted in Pasco County, Florida, public schools and suggests increased teacher involvement in planning processes.

*15. Berghofer, D.E. An application of the Delphi technique to educational planning. Can Admin 10:25-28 Mr'71.

A discussion of long-range planning in general and long-range educational planning in particular, focusing on the use of the Delphi technique as a forecasting tool.

*16. Berlak, Harold, and Ann Berlak. Toward a political and social-psychological theory of schooling: an analysis of English informal primary schools. Interchange 6:3:11-22 '75. EJ 143 863.

Using the philosophical framework of G.H. Mead, the authors analyze research data from British informal primary schools concerning the political, social, and psychological ramifications of teachers' decision-making processes.

*17. Best, John K. A means of measuring teacher participation in decision-making. Clearing House 49:26-7 Sept'75. EJ 128 718.

Article provided the school administrator with an evaluation of findings concerning the level of teacher participation in decisions in his organizational unit and listed some steps for using such data.

18. Beyer, Janice M., and Thomas M. Lodahl. A comparative study of patterns of influence in United States and English universities. Admin Sci Q 21:104-129 Mr'76. EJ 134 534.

The major focus of this study is on influence in decision-making within universities in the United States and England, and how this influence is distributed among individual faculty, faculty members in groups, subunit heads, and members of central administrations.

19. Billings, Charles R. Understanding meta-decisions: the key to effecting organizational change. A "besieged" organization. J Ed'l Data Processing 11:4-5:40-57 '74. EJ 109 233.

Describes the decisionmaking system in an organization when the organization's two supervisors make a concerted move to take over more control of that system.

20. Billings, Charles R. Understanding meta-decisions: the key to effecting organizational change. A "democratic" organization. J Ed'l Data Processing 11:4-5:24-39 '74. EJ 109 232.

Looks at an organization whose top-level management decided to initiate democratic, or shared, decision-making. Examines the processes and effects of this attempt.

21. Billings, Charles R. Understanding meta-decisions: the key to effecting organizational change. A model for analyzing decision making within organizations. J Ed'l Data Processing 11:4-5:8-23 '74. EJ 109 231.

Proposes a behavioral model for analyzing the decision-making process within organizations. The model is designed to facilitate the impact of members on those organizations. Examples and illustrations are cited.

22. Billings, Charles R. Understanding meta-decisions: the key to effecting organizational change. Introduction. J Ed'l Data Processing 11:4-5:4-7 '74. EJ 109 230.

Discusses the need for individuals to become aware of the decisionmaking process of institutions that directly affect them. Past attempts to effect change within organizational systems are reviewed in terms of the traditional human relations approach and of a systems approach.

*23. Blakely, Edward J. Decisions among citizens: models, processes and roles of educational planners. Ed'l Planning 1:27-33 Mr'75. EJ 117 538.

Those who direct educational systems and institutions are losing public credibility. To reverse this trend educational planners must involve the public in educational decision-making. They can do this through the design and development of cooperative procedures for planning changes in education.

24. Blanchard, Paul D. Small group analysis and the study of school board conflict: an interdisciplinary approach. Small Group Behavior 6:229-236 My'75. EJ 127 453.

This study focuses on the local school board as an example of a small decision-making group involved in political decision-making. School boards in Kentucky (n =57) were included in the sample. Examined in particular the concepts of conflict and cohesion between school board members.

25. Blumberg, Arthur, and others. An inner-city school that changed -- and continued to change. Ed & Urban Soc 6:222-239 Feb'74. EJ 098 734.

Describes educational change at an inner-city school, Dr. Martin Luther King Elementary School, Syracuse, New York, which was brought about by restructuring its decision-making processes, and continuing to change by meeting new community and educational problems.

*26. Bobbe, Richard A., and Phyllis E. Connolly. Educational decision-making: collaboration among school board administrators and community. Ed'l Tech 15:21-24 Nov'75. EJ 128 057.

An examination of a process of community involvement in educational decision-making covering a span of five years, in the Greece NY school system. The author offers it as a model for bridging the gap between citizens and local school boards.

27. Bowman, Thomas R. The structure of decision-making. APSS Know How 26:1-5 Oct'74. EJ 105 849.

Decisionmaking involves the conception of the situation, a perception of the attitudes of others toward the problem, an understanding of the various alternatives available and their predictable consequences, and an ability to predict the acceptance of any given decision. The author contends that to regard implementation of the decision as part of the decisionmaking process is not conducive to a systematic examination of decisionmaking itself.

28. Boyle, Jerrold, and Ronald Comfort. A rationale for student participation in decision making. Improving College & Univ. Tchg 22:38-39 W'74. EJ 094 723.

29. Briault, E.W.H. A distributed system of educational administration: an international viewpoint. Int'l Rev of Ed 22:4:429-39 '76. EJ 157 948.

Considers the distribution of powers of decisionmaking and responsibility resulting from different patterns of educational administration, with particular reference to the United Kingdom but with some international comparisons.

30. Bridges, David. What's the use of meetings? Proceedings of the Philosophy of Education Society of Great Britain 9:7-25 J1'75.

Value of discussion in decision-making in educational institutions.

*31. Brillinger, R. Solving our problems systematically. Canadian Training Methods 7:12-15 F'75.

The author claims that the systematic approach to problem-solving discussed here is valid for all decisions, both personal and work-related. It is based on six major elements: 1) Adequate exploration of the problem 2) Accurate understanding of the problem, 3) Generating all relevant and alternative courses of action, 4) Full understanding of values, 5) Decision using the values as criteria, 6) Implementation by planned program.

*32. Brown, Daniel L. Total client involvement in school design. Phi Delta Kappan 56:349-351 Jan'75. EJ 109 249.

Harmony among educational philosophy, organizational structure, and physical design is achieved through teacher-student-parent-administration cooperative planning and decisionmaking.

33. Brown, P.S.E. Teacher participation in decision-making. School Progress 40:38-39 My'71.

*34. Calkins, James E. Are students involved in deciding crucial issues? NASSP Bull 58:13-24 Oct'74. EJ 103 474.

Discussed the responsibility of principals and their willingness to share their power with students as a method of humanizing and democratizing schools while stimulating students in the decision making process.

*35. Carter, David G., and others. Caution: cult of solution seekers. Clearing House 49:373-75 Apr'76. EJ 144 213.

The use in education of management techniques developed for industry is discussed, the rules teachers should

consider before such techniques are employed, and some of the common causes of the failure of these techniques in education are examined.

*36. Casburn, Edwin H. The administrator's dilemma: bureaucracy vs shared decision making. NASSP Bull 60:62-8 Apr'76. EJ 149 650.

Shared decision making is the best vehicle for planned change, according to this author. But, he reminds readers, if it is to work, clarification of the administrator's role and of his responsibility for setting the general pattern of leadership is needed. He believes that shared decision making is truly an art.

37. Cascio, Wayne F. Functional specialization, culture, and preference for participative management. Personnel Psychology 27:593-603 W'74. EJ 110 283.

Article discusses managerial decision making and the cultural differences in preferences for decision making styles.

38. Chapman, Robin. Decentralization: another perspective. Comparative Ed 9:127-34 Oct'73. EJ 087 152.

This paper attempts to pursue the centralization-decentralization dilemma. A setting for this discussion is provided by noting some of the uses of terminology, followed by a consideration of inherent difficulties in conceptualizing.

*39. Cistone, Peter J. Educational policy making ... the state of the art. Alberta School Trustee 46:3:16-21 S'76.

Policy-making, always a difficult process requiring a high sense of individual responsibility and risk-taking, is even more difficult in today's complex society. The article, a discussion of local educational policy-making, is organized around three main topic areas: 1) the transformed societal environment within which educational policy-making occurs, 2) selection to and composition of the school board, and 3) the schoolboard/administrator relationship.

*40. Clemens, J.M. Decision-making and problem-solving groups in education. Comment on Education 4:12-14 D'73.

The author bypasses the vast field of group dynamics and human relations, attempting instead to provide a useful starting point for those educators who wish to begin group work with their teachers and/or students.

41. Cleveland, Harlan. The costs of "openness". AGB Reports 17:7-10 Mr/Apr'75. EJ 129 606.

The author argues that very wide consultation tends to discourage innovation and favor standpattism and that the very great benefits of openness and wide participation are flawed by apathy and non-participation, by muscle-binding legalisms, by processes which polarize two adversary sides, and by the encouragement of mediocrity.

42. Cocks, Patricia, and Sarah Wood. Parents' consultative committees. Where no. 110:296-297 N'75.

43. Co-determination: when workers help manage. Business Week -:133-134 J1 14'75.

*44. Coleman, Peter. Leadership and loyalty. Ed Canada 14:29-37 Sept'74. EJ 103 563.

What constitutes leadership? Who commands the administrator's loyalty? The author presents us with two basic value dilemmas that must be faced today.

45. Conway, James A. Test of linearity between teachers' participation in decision making and their perceptions of their schools as organizations. Admin Sci Q 21:130-139 Mr'76. EJ 134 535.

Overparticipation as well as the more frequent decisional deprivations tends to increase teacher dissatisfaction.

46. Cotton, Chester C. Measurement of power-balancing styles and some of their correlates. Admin Sci Q 21:307-319 Jun'76. EJ 141 188.

This research examines the following hypotheses: (1) that members of organizations with low power have one of four ways of balancing power as a preferred power-balancing style, (2) that such styles have biographical correlates, and (3) that certain styles will be overrepresented in organizations.

47. Crane, Donald P. The case for participative management. Business Horizons 19:15-21 Apr'76. EJ 138 022.

Discusses the practice of participative management in a variety of organizations and offers suggestions for its successful implementation.

48. Cross, Ray. The administrative team or decentralization? Nat'l Elem Principal 54:80-82 Nov-Dec'74. EJ 107 277.

Decentralization enhances the role of principal and offers the best means for improving school quality. Recognition of the need for diversity and the strength of broad participation is overdue.

*49. Crowson, Robert L. Educational planning and models of decision-making. Ed'l Planning 2:57-63 My'75. EJ 132 483.

Planning traditionally employs a rational decision model that leaves the planner poorly equipped to deal with constraints of organizational process and governmental politics. To be more effective, the planner must now begin in depth to analyze the procedures related to organizational processes and political bargaining.

50. Daniel, J.V. Organization and decision-making. CAHPER Journal 40:47-49 Mr-Ap'74.

51. Deane, Edward. Toward school-based management: a case study. Kappa Delta Pi Record 12:52-4 Dec'75. EJ 135 527.

If schools are operated from the "top downward", is this in need of change? School-based administration could be one way to achieve change for the better.

52. Derr, C. Brooklyn. Conflict: a neglected resource. Conference Board Record 7:39-42 Mr'75. EJ 136 057.

Discusses the use of conflict management and organizational development techniques to develop collaborative decision-making in an organization.

*53. Downey, Lorne W. Politics and expertise in educational policy-making. Education Canada 17:22-26 Fall'77.

The author summarizes recent trends and prevailing conditions. He proposes a redefining of the role of official leadership in the policy process.

*54. Doyle, Wayne J., and William P. Ahlbrand. Hierarchical group performance and leader orientation. Admin Notebook 22:1-4 Nov'73. EJ 092 655.

This study is concerned with the way teachers and administrators work together in groups to solve problems. More specifically, it examines the orientation of leaders and the manner in which they react to inputs from subordinates in a group problemsolving setting and the subsequent influences of these reactions on the generation of additional inputs.

55. Dunwell, Robert R. Humanistic modes of academic decision-making. Colorado J Ed Res 15:47-52 Spr'76. EJ 149 083.

The author examines the traditional, academic, decision-making processes in light of humanistic pressures that have evolved in the past three decades and concludes that these processes must undergo fundamental changes to include those participants who should be enfranchised.

56. Dyer, Prudence, and Marjorie Prentice. Planning educational futures. Ed'l Forum 39:479-83 My'75. EJ 118 732.

This article suggested a decision-making process useful for helping a group of colleagues diagnose present convictions about proposed issues and actions.

*57. Eastcott, L.R., and others. Constraints upon administrative behavior. Can Admin 13:41-44 My'74. EJ 100 960.

Questions the assumption that administrative behavior can be changed from one pattern to a more effective one by a simple transition from one style to another. Argues that the administrator is subject to a wide range of personal, behavioral, environmental, and task constraints over which he has little or no control.

58. Eggleston, John. Conflicting curriculum decisions. Educational Studies 1:3-8 Mr'75. EJ 115 020.

The four ideological variables of curriculum decision-making are examined in this article: 1) traditional/futuristic orientations; 2) determined/innovatory orientations; 3) commitment based/contract based orientations; and 4) consequential/causal orientations.

59. Eggleston, John. Decision-making on the school curriculum: a conflict model. Sociology 7:377-394 S'73.

60. Elboim-Dror, Rachel. Organizational characteristics of the education system. J Ed Admin 11:3-22 My'73. EJ 085 978.

This paper examines characteristics of three main education sub-systems: the policy formation system, the management or control system, and the implementation system. It also points out some implications of the analysis which seem to indicate similar and increasingly important developments in other public service bureaucracies.

61. English, Fenwick W. The happiness factor: invisible ingredient in educational planning. Catalyst for Change 3:28-30 W'74. EJ 091 300.

Suggests that before administrators and schoolboards make policy decisions it would be wise for them to consider the nature of the response of the affected publics.

*62. English, Fenwick W. Matrix management in education: breaking down school bureaucracy. Ed'l Tech 17:19-26 Jan'77. EJ 155 426.

Advocates the use of matrix management to make school districts more flexible and creative in response to non-routine problems.

*63. ERIC: Information from the Clearinghouse on Educational Management. NASSP Bull 60:108-10 Oct'76. EJ 156 279.

Discusses the perceptions of teachers on how curriculum decisions are made with their preferences for how such decisions should be made. Examines the results of a survey of school districts in New York to learn who has control over curriculum planning.

*64. ERIC: Information from the Clearinghouse on Educational Management. NASSP Bull 59:114-16 Apr'75. EJ 118 584.

Presents a list of publications focusing on decision making processes in education.

65. Fagan, Dorothy F. Community participation in decision making. Ed'l Horizons 52:10-13 Feb'73. EJ 089 085.

Presents an educational plan in which the community and the school interacted to produce a superior school system.

66. Fallon, Kenneth P. Jr. Participatory management: an alternative in human service delivery systems. Child Welfare 53:555-562 Nov'74. EJ 107 773.

Studies show that participatory management in the business field tends to improve employees' attitudes and performance, to lower costs, and to increase production. This paper describes the process of setting up democratic decision making in the welfare field.

*67. Fantini, Mario D. Participation by the teacher in instructional decision making. ATA Mag 51:5-7 Mr-Ap'71.

The author is concerned with finding a simple participatory vehicle that would increase the voice of the teacher in instructional decision-making with minimal cost and effort on the part of the school administration. His solution is "team planning", getting teachers together in or out of school time to discuss matters of mutual concern.

68. Fantini, Mario D. The school-community power struggle. Nat Elem Princ 54:57-61 Jan-Feb'75. EJ 112 403.

Teacher organizations should concentrate their power on the system that restricts institutional arrangements in education. In cooperation with parents and students, teachers can create the energy needed to construct workable educational options.

*69. Flanagan, Dan. Policy formulation: an analysis of organizational decision-making styles. Planning & Changing 7:113-120 F'76. EJ 151 426.

Develops a model for analyzing the centralized/decentralized nature of decision-making in American colleges and universities.

70. Fletcher, Laadan. The historical perspective of educational decision. J Ed Admin 12:71-82 Oct'74. EJ 112 419.

Demonstrates the continuing importance of a historical perspective for studies in educational administration and educational decisionmaking.

71. Flynn, C. Wayne. Collaborative decision making in a secondary school. Ed & Urban Soc 8:177-182 Feb'76. EJ 133 747.

Concludes that organizational development is a positive influence in promoting the type of school climate that allows for open relationships between teachers, students, and administrators.

*72. Foster, Car F., and J. Back. A neighbourhood school board: its infancy, its crises, its growth. Education 95:145-62 W'74. EJ 111 848.

What happens when the parents and teachers of a neighborhood school are given the opportunity to govern that school -- to make decisions about policy, about staff, about educational philosophy? This article is an exciting account of what it really means to trust local individuals to do a responsible job.

*73. Fowlie, E.H. School councils. Sask Admin 7:10-13 N'73.

A consideration of school councils as one vehicle for public involvement in the educational decision-making process.

74. Freligh, Edith A. Can instructional leadership survive? New Directions for Community Colleges 4:59-68 Spr'76. EJ 136 593.

An analysis of instructional leadership in the community college which takes into account several issues in the uses of authority: external and internal influences, the role of the faculty leader, barriers to participatory governance. Recommendations are made toward the survival of instructional leadership.

*75. Friesen, D. Power and politics in education. Can Admin 14:no.6:1-5 Mr'75.

Discusses the role of power in educational decisionmaking. Notes that power in itself is neutral, not good or bad, but can be used to achieve either good or bad for the system or its members.

76. Gardner, Don E. Five evaluation frameworks: implications for decision making in higher education. Journal of Higher Education 48:571-593 S/O'77. EJ 166 280.

Five basic definitions of evaluation are identified: 1) evaluation as measurement, 2) evaluation as professional judgment, 3) evaluation as the assessment of congruence between performance and objectives (or standards of performance), 4) decision-oriented evaluation, and 5) goal-free/responsive evaluation.

*77. George, P.M. An experiment in participatory democracy: a case study. McGill Journal of Education 6:187-194 Fall'71.

A description of the experience of one university department, the sociology department of a large Canadian university, in introducing participatory democracy; that is, shared decision-making among faculty, administration and students.

*78. Glass, Dorothy. A new look at staff committees. BC Teacher 53:56-58 N'73.

A discussion of the possible importance of staff committees in increasing teacher participation in local decision-making.

79. Goddard, Jeanne M., and Charles H. Polk. Popularity or sound decision-making? Community and Junior College J 47:12-14 Sept'76. EJ 145 235.

Because of the divergent natures and demands of on-campus constituencies, the college president can fall into the trap of making decisions that bolster his popularity at institutional expense. Although popularity and sound decision-making are not mutually exclusive, the key to successful management lies with the methods used by the president with his constituencies.

80. Goddard, Kathryn E. Participatory democracy on campus. Improving Coll & Univ Tchg 23:12,15 W'75. EJ 112 827.

81. Greeley, Andrew. Who controls Catholic education? Education and Urban Society 9:147-166 F'77.

82. Greenberg, Edward S. The consequences of worker participation: a clarification of the theoretical literature. Social Science Quarterly 56:191-209 S'75.

*83. Guba, Egon G. Problems in utilizing the results of evaluation. J Res Dev Ed 8:42-54 Spr'75. EJ 118 545.

Discusses problems related to using evaluative data. These problems draw attention to pragmatic judgments that decision makers must keep in mind.

*84. Gunderson, H. Sober reflections about decision-making. Alberta School Trustee 42:13,16 Mr'72.

A resumé of a seminar on the topic of Decision-Making in Public Policy held in Edmonton in December, 1971. The emphasis is on decision-making at the trustee level.

85. Hammons, James O. The functional responsibility chart: key to effective organizational decision making. Coll & Univ 52:21-7 F'76. EJ 146 871.

A Functional Responsibility Chart indicates for each function the various offices of persons who have any responsibility for that item, and further delineates the nature of that individual's involvement. It can be used to chart functional responsibilities for an entire school or for particular areas.

*86. Handa, Madan, and Michael Skolnik. What good is benefit-cost analysis in education? Ed'l Planning 1:1-10 Mr'75. EJ 117 535.

Suggests that economic studies, insofar as they have for the past decade concentrated on the importance of rate-of-return analysis, have not contributed much to guide public policy decision-making.

*87. Hanson, Mark. Beyond the bureaucratic model: a study of power and autonomy in educational decision-making. Interchange 7:2:27-38 '76-77. EJ 155 951.

This paper argues that there are at least two decision-making systems in the school: (1) the first reflects mainly school-wide affairs and lends itself to rational centrally controlled procedures that restrict behaviors to conform with well-programmed events; and (2) the second reflects mainly classroom affairs and requires flexibility and autonomy to initiate acts of creativity.

88. Hanson, Mark. The professional bureaucratic interface: a case study. Urban Education 11:313-332 Oct'76. EJ 149 148.

The outcome of this study is the construction of a model which gives clearer understanding of the ramifications of the bureaucratic/professional interface and the role it plays in the processes of governance and decision-making in the schools.

89. Haslam, C.L. The locus of decision making in colleges and universities: the broad perspective. J Coll Univ Law 1:24-63 Spr'74. EJ 127 917.

Three methods of making institutional decisions are analyzed. They represent progressive separation of decision-making authority from the academic institution: shared authority, collective bargaining, and arbitration. The author warns that increased reliance on external decision makers may be detrimental to maintaining a concept of community organized around common institutional objectives.

90. Hatley, Richard V. Participatory democracy in local school districts: fact or fiction, boon or bane? Kansas School Board J 15:11-15, 22 Jan'76. EJ 134 422.

Discusses the viability of participatory democracy and representative democracy for educational decision-making and argues that pure representative democracy would be preferable to the combination of participatory and representative democracy that now predominates.

91. Hawes, Leonard C., and Hugo R. Trux IV. Student participation in the university decision-making process. J Higher Ed 45:123-134 Feb'74. EJ 091 456.

92. Hawkins, Harold L. Synergistics and educational power/control. Community Ed J 5:57-58 Mar-Apr'75. EJ 112 460.

93. Hayes, Edward. Workers' control in three countries. Teaching Political Science 3:344 Apr'76. EJ 136 969.

Describes a video tape which examines the kinds of worker participation in management schemes that exist in the United States, Sweden and Yugoslavia.

94. Haywood-Hicks, Gordon R. Staff participation in policy decisions -- an exercise in education management. Dudley Educational Journal 1:2:50-60 W 72/73.

95. Heller, Frank A., et al. A longitudinal study in participative decision-making. Human Relations 30:567-587 J1'77. EJ 165 906.

A framework and method of a three-country comparative study on the process of participative decision-making are described. Research methods, models, and instruments are developed in the context of a longitudinal design. The major hypotheses relate to the situationally determined relation between power decentralization, skill utilization, and effectiveness.

*96. Helsabeck, Robert E. Toward an optimum decision-making structure in colleges: a literature review and interpretation. Journal of Research and Development in Education 6:3-14 Fall'72.

It seems that what is indicated for policies affecting student participation in campus governance is a mixed model, involving both communitarian structures for some decisions and a separation of power for others.

*97. Herman, Jerry J. If you want strong principals, give them a real role. Clearing House 49:271-72 Feb'76. EJ 137 260.

If principals are to become true decision makers, suggests the author, then consider some of the techniques used by the West Bloomfield School District of Orchard Lake, Michigan. These techniques, which feature collaborative decision making, use the intellectual and research expertise of the total professional administrative team.

98. Hoban, Gary J. School without a principal. Nat'l Elem Principal 56:22-32 Nov-Dec'76. EJ 150 154.

Discusses the type of person who becomes principal, the authority-responsibility of the principal, and the nonteaching resocialization of the principal and then offers a six-step model for eliminating the principalship.

*99. Hoen, R.R., and J.E. Housego. Politics of program development. Can. Admin 14:1-4 Oct'74.

Suggests that the political decision-making process can be thought of as an exchange of power and influence between the leadership and membership of a political group. Illustrates this concept through reference to a case study of curriculum innovation in a secondary school.

100. Hogan, D.F., and Ron Pepper. Staff involvement in school organization: two views. London Educational Review 1:3:21-28 Aut'72.

101. Hollon, Charles J., and Gary R. Gemmill. A comparison of female and male professors on participation in decision making, job related tension, job involvement, and job satisfaction. Ed'l Admin Q 12:80-93 W'76. EJ 132 478.

Female teaching professionals report experiencing less perceived participation in decision-making, less job involvement, less overall job satisfaction, and more job-related tension than do their male counterparts.

102. Houghton, V.P., and T.E. Gear. Management science and recurrent education. Ed Admin Bull 3:13-25 Aut'74. EJ 109 206.

Attempts to apply management science techniques to educational planning. Advocates "recurrent education". Assets that deterministic linear programming formulations of educational planning models could form a sound base from which to develop toward stochastic representation.

103. How does your board decide? Try using some research data. Updating School Board Policies 7:1-5 Oct'76. EJ 146 535.

Data indicate that for the most part, school boards don't avail themselves of new knowledge when it comes time to set policies.

104. Howard, Eugene R. A school district management system that works. Impact on Instr'l Improvement 11:19-25 '75. EJ 129 371.

Describes the Urbana, Illinois, district wide management system that works both from the "top-down" and the "bottom-up".

*105. Hrynyk, N.P. Leadership and decisionmaking. ATA Magazine 55:32 My-Je'75.

An editorial in favor of the participatory model of decision-making, emphasising the importance of making decisions as close to the point of application as possible.

*106. Inkpen, W.E., and others. Elementary teacher participation in educational decision-making in Newfoundland. Can Admin 14:1-5 Jan'75. EJ 110 969.

Reports on a study that focused on the contrast between the extent to which teachers participate in educational decisionmaking and the degree of involvement they desire.

107. Janke, Robert W. A lexicographic combination model of decision making by superintendents among multiattribute instructional program alternatives. J Sch Psych 12:318-325 W'74. EJ 115 639.

The decision-making process of 16 superintendents in choosing among alternative instructional programs for elementary level grades was studied. The additive and lexicographic combination models of decision making were investigated for consistency with the process used by the Ss in ranking 27 alternative instructional programs.

108. Jarratt, Alex. Employee participation. Training Officer 11:180-2 Jun'75. EJ 120 539.

The article presents another approach to individual motivation -- participative management -- which concerns an emotional rather than financial commitment to the job through involvement and job satisfaction. The author favors within this approach: employee participation in decision-making, entitlement to information, and the establishment of representative work councils.

109. Jenkins, Jeanne Kohl. Advisory councils and principals in Los Angeles. Integrated Ed 14:27-31 Jan-Feb'76. EJ 133 713.

Findings are considered to suggest that principals recognize and are concerned about possible challenges to their authority from advisory councils. Level of concern appears to depend on council activities at the particular school or at neighboring schools.

110. Jennings, A. The participation of the teaching staff in decision-making in schools. Coombe Lodge Reports 7:15:902-951 '74.

*111. Johnson, Gary P. Economics and the formation of educational policy. Planning and Changing 4:237-240 W'74. EJ 092 717.

Describes the contribution of economics to the process of educational policy formation and to the educational policymakers.

112. Johnston, G.L. Who should control the schools? J Ed Admin 12:112-122 Oct'74. EJ 112 422.

Some current teacher organization claims to an increased influence in the control of education policymaking are assessed in the light of Dahl's criteria for determining legitimate, democratic authority. The rival claims of alternative, non-professional groups are weighed against the teacher organization claims.

113. Karlitz, Howard. Accommodative interaction: a new phase in public school labor -- management relations. APSS Know How 28:1-3 Mr'77. EJ 158 752.

Paper considers the development of teacher-administrator relations leading up to the phase of accommodative behavior and attempts to alert administrators to the educational dysfunctions that might arise should the phase of accommodative behavior be long-term.

*114. Katz, Daniel, and Basil S. Georgopoulous. Organizations in a changing world. Journal of Applied Behavioural Science 7:342-370 My/Je'71.

Organizations are under challenge as a result of the break with traditional authority, the growth of democratic ideology, economic affluence, changing needs and motive patterns, and the accelerated rate of change. There is a need for a new consensus about organizational restructuring acknowledging role of direct democracy and representative democracy.

115. Kelly, Gerald O. Governance as education: the Dawson approach. New Directions for Community Coll 3:63-74 Sum'75. EJ 118 005.

Since its establishment in 1969, Dawson College (Montreal) has emphasized equal faculty and student participation in all facets of college decision making. Student and faculty attitudes, the effects on the college, and the strengths and weaknesses of such an emphasis are described.

116. Kerr, J.E. Strategy for staff participation in decision making. Sask Admin 8:4:33-39 My'75.

117. Kimmel, Carol. Putting the public back into public schools. Nat'l Elem Sch Principal 55:33-35 Mr/Apr'76. EJ 134 460.

The PTA wants to help and is determined to have a voice in who controls the schools.

*118. Knoop, Robert, and Robert R. O'Reilly. Decision-making procedures and teacher participation. Canadian Administrator 17:1-5 D'77.

A report of a study that attempted to develop a framework for decision making in secondary schools taking into account the type of decision procedures teachers and principals use, the type they think desirable, and the role and function of teacher, department head, and principal in these procedures. The resultant framework is democratic-centralist; with principals making the final decisions and teachers giving advice, information, and suggestions.

119. Knoop, Robert, and Robert O'Reilly. Participative decision making in curriculum. High Sch J 59:153-58 Jan'76. EJ 137 366.

It is a maxim in decision making that individuals who are affected by decisions should partake in making these decisions. The purpose of this paper is to examine practices in decision making in the field of curriculum in light of this maxim.

120. Konrad, Abram G. Community college boards: a Canadian perspective. New Directions for Community Colleges 3:1-9 Sum'75. EJ 117 998.

> Community college boards of trustees in three provinces in Canada are actively involved in institutional governance. Although government appointees alone can adequately perform the trustee function as agents of society, student and faculty representatives are invaluable assets to the board and to the constituencies and institutions they represent.

121. Lacombe, A. La participation: ses exigences de vie. Education Québec 1:52-55 17 f'71.

122. Lasserre, Ph. Planning through incrementalism. Socio-Economic Planning Sciences 8:129-134 Jun'74. EJ 100 940.

> An incremental model of decisionmaking is discussed and compared with the Comprehensive Rational Approach. A model of reconciliation between the two approaches is proposed, and examples are given in the field of economic development and educational planning.

123. Laurin, P. Les fonctions essentielles de l'organisation. Bulletin d'administration scolaire 3:29-52 pr'73.

124. Lawlor, Rozel. School councils. Where no. 110:288 N'75.

*125. Lee, K.I. Secondary school retreats: an approach to staff involvement in school policy-making. Orbit 6:3-4 Je'75.

> The author discusses an alternative approach to staff involvement in policy-making. The "retreat", teacher conferences held away from the school, usually amid surroundings of natural beauty, has proven effective in generating solutions to school problems through increased teacher input in the policy-making process.

*126. Lee, Kenneth I., and William J. Bell. BERAS -- or how we learned to stop worrying and love shared decision making. Comment on Education 7:19-24 F'77.

> The article documents a significant shift from decision making and program planning by a principal and his department heads to a much broader cross-section of the school community utilizing the ERAS (Education Resource Allocation System) model of cyclic processes.

127. Lee, Maw Lin, and others. A conspicuous production theory of resource allocation in higher education. Higher Ed 4:77-86 Feb'75. EJ 107 567.

> Proposes a utility maximization theory to explain the continuation of the growth process and describes the nature of the public policy which will be necessary to effect changes in resource allocation in higher education.

128. Leidecker, Joel K., and James L. Hall. A new justification for participative management. Human Resource Management 13:28-31 Spr'74.

*129. Limpane, Michael. Into the maw: the uses of policy in Washington. Phi Delta Kappan 58:177-178 Oct'76. EJ 146 455.

Explains how it is that the fruits of educational research and analysis, so insistently sought by Washington policy-makers, are so inefficiently used. Change will not occur in the manner originally envisioned: where a clear research result will quickly convert a set of coolly rational policy-makers.

130. Locke, Michael. Pressure groups. Where no. 110:294-295 N'75.

131. Lord, Robert G. Functional leadership behavior: measurement and relation to social power and leadership perceptions. Administrative Science Quarterly 22:114-133 Mr'77.

132. Lyden, Fremont James. The budget cycle as a basis for decision making in higher education. Planning for Higher Ed 4:29-33 Oct'75. EJ 125 853.

133. Madgic, Robert. Using futures research approaches to aid educational decision-making. Thrust for Education Leadership 5:27-8 Mar'76. EJ 147 576.

By applying futures research approaches educators are able to reject demands and/or claims based upon simplistic visions. They can, therefore, make more realistic curriculum revisions in planning communication skills programs that will benefit students in the future.

*134. Managerial control: a middle way. Research Action Brief. ERIC Clearinghouse on Educational Management. No. 2, June 1978. 4 p.

Studies of organizations indicate that power does not exist in fixed quantities, but is capable of expansion. This brief summary suggests that principals should not fear the sharing of power with teachers since, paradoxically, the power and control of both teachers and principal will grow through sharing.

*135. Manley-Casimir, Michael E. School governance as discretionary justice. School Review 82:347-62 Feb'74. EJ 094 016.

Author developed a model of school governance in terms of discretionary justice and argued that the model of discretionary justice is judicially compatible and is inherently responsible to judicial norms.

136. Mann, Dale. Public understanding and educational decision-making. Ed Admin Q 10:1-18 Spr'74. EJ 100 933.

Examines some evidence about public understanding of education policy, compares it to similar understandings of other public policy fields, and discusses some of the steps that may be taken to deal with the prevailing levels of understanding.

137. Mann, Dale. Ten years of decentralization: a review of the involvement of urban communities in school decision-making. IRCD Bull 10:1-18 Sum'75. EJ 126 998.

Four goals of increasing community involvement which may be shared by communities and administrators are given. Four paths through which involvement may affect achievement are identified. Focus is on consequences of involving persons in decision-making.

*138. Martin, James K., and Susan Padro. Cost-impact: a framework for the analysis of community college programs. Ed'l Planning 3:39-52 Oct'76. EJ 155 041.

This analysis, intended for state-level decision-makers, is divided into three main sections -- measurement of the positive aspects of the program, measurement of the costs of the program, and study of impacts relative to costs.

139. Mathews, Walter M. Teaching decision science in educational administration. J Ed Tech Systems 4:3:231-236 '75. EJ 136 512.

The universities in the United States that offer a Doctorate in Educational Administration were surveyed to collect information on courses that they offer which include decision sciences -- techniques which aid the decision-making process of administrators and which are usually mathematically or technologically based.

*140. McCarty, Donald J., and Terry G. Geske. Who calls the shots? The Review of Education -:350-357 S/O'77.

It is imperative that the public and the research community gain a better understanding of the political system and power structure in which educational issues are being resolved. In his analysis of recent literature on the subject, the author attempts to clarify, through the use of models, the political processes involved in the formulating of educational policy.

*141. McCordic, W.J. Who's making the decisions and how? Education Canada 14:42-51 D'74. EJ 115 312.

The author's answer to his own question is that though more people than ever before are involved in the decision-making process, it is still a small group of people at the centre who sift through the evidence and, in the end, make the final decision.

142. McDonnell, Jack. Participative management: can its acceptance be predicted? Human Resource Management 15:2-4 Sum'76.

143. McGeeney, Patrick. Community involvement and educational change. Forum for the Discussion of New Trends in Education 14:45-47 Spr'72.

144. McKenzie, Donald G. Schools, councils and community involvement. Community Ed J 4:23-25 My-Je'74. EJ 096 088.

Describes the uses of community councils as instruments for continuous and consistent community involvement in the schools. Considers the rationale, function, role, and membership of community councils.

*145. McKeown, Robin. The teacher's role: the fallacies of academic freedom and professional rights. NASSP Bull 60:57-61 Apr'76. EJ 149 649.

A growing number of teachers hold the view that they have the right to determine curricular policy in the classroom. This view, the author maintains, is not only invalid but may also be detrimental to the teaching-learning process.

*146. McNamara, James F., and Zelda L. Rick. Four analytics in educational planning. Planning and Changing 6:3-4:199-207 '76. EJ 146 413.

Deals with four major skill areas: (1) the analytics of categorization, (2) the analytics of priority assessment, (3) the analytics of time and transition, and (4) the analytics of decision strategy.

147. Mellor, Warren L. Structure and rationality in educational information-decision systems. J Ed'l Admin 14:119-125. My'76. EJ 155 087.

Computer-based educational information systems produce information that provides decision-makers with a more complete knowledge, an increased range of alternatives, and an improved capability for anticipating decision consequences.

*148. Miller, Harry G., and Robert L. Buser. Not everybody's joke, here's how to get out of having to make tough decisions. Am Sch Bd J 161:28-29 Jul'74. EJ 100 923.

Presents Machiavellian ways to recognize and reckon with the touchy side of decisionmaking. Deals with stalling for time, keeping the peace, and passing the buck.

149. Morisseau, James J. The "real" user and the educational environment. Nat Elem Princ 54:47-50 My-Jun'75. EJ 120 828.

A new approach to school planning, involving teachers and students in the planning of their own educational environment, is beginning to emerge.

150. Mortimer, Kenneth P., and others. Perceived legitimacy of decision making and academic governance patterns in higher education: a comparative analysis. Res in Higher Ed 4:3:273-90 '76. EJ 139 621.

Patterns of decision making were described at six institutions in one study and perceived legitimacy of governance on the part of faculty was assessed on the same campuses. Discussion of findings explores effects of decision issue, institution, and type of institution on each pattern and on relationships between governance patterns and perceived legitimacy.

151. Morton, Donald J. Applying theory Y to library management. Coll & Res Libraries 36:302-7 Jul'75. EJ 121 131.

Reviews the principles of the Theory Y approach, reports upon its coverage in library literature, distinguishes between the concepts of Theory Y and participative management, and discusses how Theory Y's application in a small academic library recommends its use for library operations in general.

152. Navin, Leo, and Michael Magura. A price index for university budgetary decisions. J Higher Ed 48:216-25 Mr-Apr'77. EJ 157 180.

In order to make rational budgetary decisions, higher education institutions require information on the impact of inflation on their operations. A simple and easily maintainable model from which price indices for a particular institution can be constructed is described.

*153. Newberry, Alan J.H. Administrative decision making -- constraints of community composition. Comment on Education 7:1:18-20 O'76.

"The social order of a community will influence the behaviour of the leadership if decisions are to be made publicly acceptable and, indeed, if the leadership is to survive."

*154. Newton, E. Considerations influencing teacher decisions to accept or reject a proposed change. Saskatchewan Journal of Educational Research and Development 2:29-32 Spr'72.

If change in education is to become more effective, increased attention must be given to the process by which change is implemented at the classroom level. According to findings of this study, one who wishes to promote change should provide teachers with evidence that the change will result in an improved learning situation, and should not hope to accelerate the rate of change by exerting pressure on teachers. Considerations which teachers perceive to be influential in their adoption decision are amenable to classification. The categories of influence which emerged in this study pertain to the learning situation created, the influence of other people, school system characteristics including in-service programs and availability of consultants, and considerations related to features of the innovation itself.

*155. Nightingale, Donald V. The concept and application of employee participation in Canada. Labour Gazette 77:162-167 Ap'77.

The author provides a clear definition of the term "industrial democracy" and discusses the concept of participation in decision-making in terms of three subdimensions; the degree of participation permitted employees, the issues subject to participation, and the membership given the right to participate. Examples provided are within the context of Canadian industry.

*156. Olsen, James Karge. Governance by confrontation: adversarialism at the university. Intellect 102:361-64 Mr'74. EJ 092 241.

Article discussed the rise of collective bargaining between administration and faculty and the demand from both faculty and students that their constituencies participate fully in college governance.

157. Owens, Robert G., and Edward Lewis. Managing participation in organizational decisions. Group Organization Studies 1:56-66 Mr'76. EJ 138 678.

Suggests a three part scheme for classifying teachers' attitudes towards problems which normally arise in a school system. Based upon these concepts, the authors developed and tested a technique for assessing teachers' views as a source of data to guide principals in deciding whom to involve in dealing with what problems.

158. Padley, John. Management and decision-making in universities: a quantitative approach. Further Education Staff College Reports 5:5:17-21 Je'72 and Educational Administration Bulletin 1:1:17-21 Sum'72.

*159. Palkiewicz, Jan. De la recherche à la prise de décision. Education Canada 17:9-12 W'77.

Bien que chercheur, l'auteur considère que l'éducation est trop importante qu'on la laisse uniquement entre les mains des chercheurs. Dans la prise de décision, la recherche ne suffit pas. Elle doit s'accorder à l'action politique par une action idéologique.

160. Pargeter, John. Teachers' participation in school management. Friends Quarterly 17:360-370 O'72.

161. Participative management at work. Harvard Business Rev 55:117-127 Jan-Feb'77. EJ 155 018.

This interview with the chief executive of Donnelly Mirrors, Inc. explains the basis of the company's leadership in participative management and discusses why it is more successful than traditional authority-based management styles.

*162. Patterson, Jerry L., and Lee H. Hansen. Decentralized decision making: it's working in Madison. Ed'l Leadership 33:126-8 Nov'75. EJ 137 028.

This article attempts to fill a gap. Whereas decentralized decision-making, the placement of decision-making as close to the point of implementation as possible, is on the upswing in public school systems, there appears to be a paucity of research into its successful implementation. This article reports on a study of the Madison, Wisconsin school system, a notably successful case of decentralization.

163. Pearson, Richard E. Small groups: interpersonal perception in decision-making. NY State Personnel & Guidance J 10:1:47-52 '75. EJ 112 272.

This article discusses the small group experience as it contributes to a person's total effectiveness. Much emphasis is placed on decision making.

164. Pederson, George. Dr. George Pederson on "decision making". Update 16/17:5:12-14 Ap'76.

*165. Pederson, K. George. Educational decision-making: an irrational process? Ed Canada 15:30-6 Sum'75. EJ 122 018.

Article investigated the ramifications of educational change in terms of fiscal and human resources as well as principals associated with the change process.

166. Penn, J. Roger, and Dan Cornthwaite. Administration by consensus: a look at committee decisionmaking. J Coll Stdt Personnel 7:105-108 Mr'76. EJ 142 497.

Through committees, students and faculty develop policies which affect student development programs. Results of an attitude survey are reported in which students and faculty identify the amount of authority and involvement various groups should have in a number of major decision areas. Implications for the student personnel administrator are discussed.

167. Pennings, Johannes M. Dimensions of organizational influence and their effectiveness correlates. Admin Sci Q 21:688-699 Dec'76. EJ 150 191.

In this study participativeness, centralization, and organizational autonomy were analyzed conceptually and operationally, and subsequently related to five indicators of organizational effectiveness. Participative, decentralized, and autonomous organizations are more effective.

168. Perlinski, Jerome. SYNCON: An experiment in participatory long-range planning. Notre Dame J Ed 4:351-357 W'73. EJ 093 556.

The SYNCON wheel, designed to create synergies which involve decision making on equal levels from all participants, was adapted as a planning model at a small liberal arts college.

169. Peterson, Marvin W. Decision type, structure, and process evaluation: a contingency model. Higher Education 1:207-219 My'72.

*170. Peterson, Paul. Community representation and the "free rider". Admin Notebook 22:1-4 Apr'74. EJ 102 562.

Demands for increased participation of community organizations in educational decisionmaking give rise to questions regarding their representativeness.

171. Pfeffer, Jeffrey, and Gerald R. Salancik. Organizational decision making as a political process: the case of a university budget. Admin Sci Q 19:135-151 Jun'74. EJ 099 392.

The effect of subunit power on resource allocation decisions in one university is examined. Measures of departmental power in a university are found to be significantly related to the proportion of the budget received, even after statistically controlling for such universalistic bases of allocation as work load of the department, national rank, and number of faculty.

172. Pfinster, Allan O. Collective bargaining and decision-making in the four-year college: emerging patterns of a decade. North Central Association Quarterly 51:no. 3: 311-320 W'77. EJ 159 767.

*173. Phillips, J. Arch, and Richard Hawthorne. Political dimensions of curriculum decision making. Educational Leadership 35:362-366 F'78.

> "Curriculum design, development, and evaluation are, always have been, and always will be special cases of political behavior." These authors examine the implications of political realities as these affect curriculum decision making.

174. Piper, Donald L. Decisionmaking: decisions made by individuals vs. those made by group consensus or group participation. Ed Admin Q 10:82-95 Spr'74. EJ 100 938.

> The subjects using either the consensus model or the participative decisionmaking model had more correct decisions on the assigned task than did the same individuals deciding alone.

175. Pisapia, John Ralph. Professional autonomy in educational institutions. Journal of Collective Negotiations in the Public Sector 4:241-251 No. 3'75.

> Analyzes a sample of negotiated contracts on three educational levels -- public schools, junior colleges, and senior colleges/universities -- to determine whether decision-making was in the hands of managers or the professional employees.

*176. Plaxton, R.P., and C.S. Bumbarger. Participation and power in decision-making groups. Canadian Administrator 12:21-24 F'73.

> The authors discuss a 1969 study that analyzed the effects of altering the amount of power possessed by individual members of small groups.

177. Pollay, Richard W. A model for horizontal power sharing and participation in university decision-making. J Higher Ed 47:141-57 Mr/Apr'76. EJ 132 915.

> Develops a 5-state model for decision-making that incorporates a faculty-opinion survey permitting almost universal expressions of opinion and preference on a complex administrative decision and generating alternative policies for decisionmakers. It was successfully employed to reexamine the role of dean in a large university.

*178. Ponder, A.A., and J.W. Bulcock. Friction point rating: a blueprint for selective decentralization in school systems. Can Admin 15:1-6 Mar'76. EJ 141 177.

Describes a survey of elementary teachers in Newfoundland that investigated the extent to which teachers saw themselves as participants in educational decision-making compared to their desired degree of involvement.

179. Rajcic, John M. The impact of PPBS on educational decision making. Thrust for Education Leadership 5:26-8 My'76. EJ 147 586.

Attempts a brief analysis of the traditional decision-making process for budget preparation and the alternative, program planning, budgeting system (PPBS), in an effort to determine the effect of PPBS on the decision-making process for resource allocation and to answer the question of whether PPBS has improved decision-making processes.

180. Ramsey, Margaret A. The administrator -- observer as policy maker. Ed Admin Q 11:1-10 Wtr'75. EJ 114 201.

In processing information for decisionmaking, the educational administrator too often relies on subjective experience or on randomly selected facts. The anthropological approach of participant-observation offers a reasonable middle ground for administrators to use in more effectively organizing activities that revolve around decisionmaking.

181. Rasp, Alfred F. Delphi: a strategy for decision implementation. Ed'l Planning 1:42-47 Oct'74. EJ 109 175.

The ability to assess "tenacity" is a significant feature of the Delphi technique. The technique provides researchers with the opportunity to calculate how firmly groups and individuals hold to their original priorities and how willing they are to move to the consensus position.

182. Rasp, Alfred F. A new tool for administrators: Delphi and decision making. North Central Assoc Q 48:320-25 W'74. EJ 092 219.

The Delphi technique is a valuable tool for collecting and organizing data to help in making decisions and to help increase the probabilities that the decisions made will be productive ones. This paper focuses on the Delphi's role in the administrator's repertoire of data collection devices.

183. Ratsoy, Eugene W. Participative and hierarchical management of schools: some emerging generalizations. J Ed Admin 11:161-170 Oct'73. EJ 092 749.

Proposes that moves toward participative management approaches and away from rigid hierarchical organization of schools should lead to positive consequences such as improved supervisor effectiveness, greater teacher satisfaction, a decrease in student alienation, and improved student achievement.

184. Ready, L.M. The school council -- a mechanism for participatory democracy. Sask Adm 7:3-6 My'73.

185. Roberts, W.G. Mr. Principal, the choice is yours! Educational Administration Reporter 7:1-3 N-D'72.

*186. Rogers, John W., and Robert S. Wolley. Teachers take over and the results are good. Sch Mgt 18:38-39 Mr'74. EJ 094 568.

Faculty governance was the answer to the problems of a "problem" junior high school.

*187. Ross, Robert F. You and the common sense PPBS. Ed'l Techn 13:57-59 Dec'73. EJ 091 493.

A brief look at Planning-Programing-Budgeting Systems, which are sound principles of decision-making and problem-solving, with illustrations of their application to persons serving in various roles throughout the school system.

*188. Rothstein, S.W. Researching the power structure: personalized power and institutionalized charisma in the principalship. Interchange 6:2:41-48 '75.

This article explores the effect of structure and interaction in an urban junior high school on the decision-making processes at the school level. The author attempts to de-mystify the tendency in educational literature to view schools as bureaucracies by citing evidence which points to the office of principalship as a focus of institutionalized charisma and absolute decision-making authority ("bossism").

*189. Ryan, D W. Organization for decision-making. Ontario Education 6:22-27 Ja-F'74.

This paper reports on one aspect in a 1973 study of the structure and operation of school boards in Ontario. It is a discussion of the types of administrative committees employed in the decision-making process and of the most influential decision-making groups within these committees.

190. Ryckman, Harry R. Decision-making in the schools -- who, when, and how? Corridor 6:2:17-20 Ja'77.

191. Salancik, Gerald R., and Jeffrey Pfeffer. The bases and use of power in organizational decision making: the case of a university. Admin Sci Q 19:453-473 Dec'74. EJ 109 191.

The bases of subunit power and the effects of that power on organizational decisionmaking are examined in a large midwestern state university. Departmental power is found to be most highly correlated with the department's ability to obtain outside grants and contracts.

192. Sallis, Joan. Under new management. Where no. 111:327-330 D'75.

Parents on school governing boards.

193. Schlotfeld, Walter. Codetermination in Germany. Personnel Administrator 21:46-53 Oct'76. EJ 153 599.

Describes the complex West German system of involving employees in the management of large industrial companies.

*194. Schmidtlein, Frank A. Decision process paradigms in education. Ed'l Researcher 3:4-11 My'74. EJ 098 749.

Illustrates and describes the historical roots and major characteristics, including environmental conditions and value orientation dilemmas, of two competing models of organizational decision making used in educational operations and research and development, the comprehensive/prescriptive (C/P) paradigm and the incremental/remedial (I/R) paradigm.

*195. Schmuck, Richard. Developing collaborative decision-making: the importance of trusting, strong and skillful leaders. Educational Technology 12:43-47 O'72.

The author sees shared decision-making as the "ideal outcome for a program of organizational development in schools". But for decision-making by consensus to work well, he advises keeping the group to fewer than 30 individuals. The presence of a strong leader is vital, and it is with this aspect that the majority of the article is concerned.

*196. Schregle, Johannes. Workers' participation in decisions within undertakings. International Labour Review 113:1-15 Ja/F'76.

Workers' participation -- one of the most widely and forcefully debated issues of labour relations today -- means different things and takes different forms in different countries. The theoretical justification of workers' participation, the means by which it is instituted (legislation or collective bargaining) and the various levels at which it is exercised are here examined in turn

from an international viewpoint in an attempt to draw some general conclusions and identify some over-all trends in this field.

*197. Shubert, C. Lloyd. Overcoming barriers in cooperative decision making. Educational Planning 3:65-70 Ja'77.

It is the author's contention that decisions made cooperatively are better than decisions made in any other way. After discussing the social climate of the decision process and the framework for cooperative decisions, the author concludes that there is no substitute for face-to-face, inter-personal and inter-group communication. He offers many suggestions for the improvement of group relations that will foster better decisions.

198. Schuh, John H. The decision-making process in the liberal arts college of large universities. Coll & Univ 50:177-182 W'75. EJ 111 214.

Results of this study indicated that deans have a vital role in the decisionmaking process as approval figures. However, issues were initiated and implemented most frequently by faculty and department chairmen, thus emphasizing their importance in the decisionmaking process of liberal arts colleges.

*199. Sebring, Robert H. Alleviating conflict in teacher-administrator intergroup relations. Admin Notebook 25:5:1-4 '76-77. EJ 157 058.

Describes the design of a workshop intended to resolve teacher-administrator conflicts at the building level.

200. Sharp, Mitchell. Decision-making in the federal cabinet. Canadian Public Administration 19:1-7 Spr'76.

201. Sharples, Brian. Rational decision-making in education: some concerns. Ed Admin Q 11:55-65 Spr'75. EJ 119 194.

Examines some of the organizational dysfunctions that can result from an overdependence on the "rational-economic" decision-making approach.

202. Shipman, M. Research and decision-making. Coombe Lodge Reports 8:10:664-671 '75.

*203. Simonson, Michael R., and others. Attitudes toward decision-making in instructional development. Ed'l Tech 16:51-53 Jan'75. EJ 131 324.

The authors discuss the two main theories of curriculum oriented decision-making, the "top-down" or administrator-controlled and the democratic, and report on a poll of teachers and administrators that yielded surprising results on the groups' views on who should be involved in

curriculum decision-making and how they perceived their roles in a systematically designed instructional program.

204. Singer, Jack N. Participative decision-making about work: an overdue look at variables which mediate its effects. Sociology of Work and Occupations 1:347-71 Nov'74. EJ 107 140.

Besides the question of the maximal effectiveness of various degrees and varieties of participation, predicting the success of participative decision making (PDM) approaches also involves an understanding of sources of variance (individual employees' characteristics, the cultural milieu, and the job context and level) for planning and instituting specific PDM programs.

*205. Singleton, J.W. Decision-making. Education Canada 12:45-50 S'72.

"The art of planning lies in the decision-making process." The author discusses the circular nature of the decision-making process; originating in planning, leading to administration and assessment, which produces "feedback" to be used again in planning; and delineates the many factors affecting it.

206. Slezak, James M. Building the management team -- a slightly different approach. Thrust for Ed Leadership 4:26-28 Nov'74. EJ 108 613.

Article considered the components necessary to build a successful management team and the role of the school principal in that development.

207. Smith, Iain. Educational decision-making -- a case study. Scottish Educational Studies 6:77-85 N'74.

A case study of a decision to improve comprehensive education by a local authority, using a sociological action framework.

208. Smith, Michael P. Elite theory and policy analysis: the politics of education in suburbia. J Politics 36:1006-1032 Nov'74. EJ 110 012.

Elite values and role perceptions are analyzed for their impact on the determination of public expenditures. A sample of 51 public school policymakers in six suburbs confirm that social-class point of view and political ideology are of less significance than formal and informal role constraints and dependence on technical expertise.

*209. Smyth, W. John. Teacher involvement in school decision making. Alberta School Trustee 48:27-28 D'77.

"This paper adopts the position that teachers are not rampant in their demands for complete involvement in school decision making. Furthermore supportive evidence (is) cited to substantiate the proposition that not all teachers may desire involvement in a particular decision...."

*210. Southworth, William. Leadership. Clearing House 49:30-2 Sept'75. EJ 128 720.

Article discusses the development of leadership styles from the current emphasis on egocentric leadership behavior to that of collegial leadership.

*211. Spitzer, Dean R. Effect of group discussion on teachers' attitudes toward risk taking in educational situations. J Ed Res 68:371-4 Jul/Aug'75. EJ 130 377.

Significantly more positive attitudes were found in teachers who engaged in group discussion both towards items discussed and those not discussed.

212. Stone, Judith, and Felicity Taylor. Parent power in America. Where no. 123:315-318 D'76.

*213. Stonehocker, I.P. Decision-making. ATA Mag 51:45-46 Ja-F'71.

An editorial calling for improved decision-making in education through increased teacher education, alterations in the organizational structure, and changes in the attitudes of those in top management positions.

214. Swanson, Austin D. Equality, integration, and metropolitanism: new public school compromise. Ed Admin Q 13:1-15 Win'77. EJ 158 802.

Proposes a system to restore equity to public education while encouraging cultural pluralism. Advocates separating the decision-making responsibilities for finance, school design and operation, and school assignment of students.

*215. Sweeney, Dan. Organisation development in an American school. Scottish Educational Journal 60:21:14-15 Je 9'77.

A discussion of the theory of Organisation Development and its application at Sheldon High School in Eugene, Oregon, an outstanding example of how far participatory structures can be developed in school settings.

*216. Taylor, Charles W. Panel consensus technique: a new approach to decision-making. Journal of Creative Behavior 6:187-198 no. 3'72.

The panel consensus technique is a structured method by which many or few ideas can be processed by successive objective comparison, analysis, evaluation, and judgment; the aim is to achieve consensus in selecting ideas that show the most potential for solving a specific problem or problems.

217. Taylor, Felicity. Who rules schools? New Society 32:717 Je 19'75.

218. Taylor, Linda King. How Sweden is solving the worker motivation problem. Training 11:50-3 Aug'74. EJ 102 219.

Job restructuring and worker participation in decision making is humanizing technology in the land of Volvo and Saab and cutting down employee alienation and absenteeism.

*219. Thornton, Gayle D., and others. Decision making with Delphi techniques, Bayesian procedures and Monte Carlo simulations. Planning and Changing 6:49-59 Spr'75. EJ 125 779.

Focuses on three management tools -- the Delphi technique, Bayesian statistics, and Monte Carlo simulation -- in order to simulate a problemsolving/decision-making situation with which an educational administrator may be faced.

*220. Thornton, Gayle D., and C. Kenneth Tanner. Decision theory: an application to educational management. Ed'l Planning 3:73-79 Oct'76. EJ 155 044.

Deals with decision-making in the light of monetary values, with emphasis on minimizing educational losses.

*221. Thorstad, Harvey L. Psychological decision space in program planning. Ed Tech 15:58-59 Jan'75. EJ 114 493.

A discussion of the role of individual decision space in program planning.

*222. Tomlinson, William E., and C. Kenneth Tanner. A multi-variable approach to the allocation of fiscal resources. Ed'l Planning 1:19-26 Mr'75. EJ 117 537.

Suggests a model that would be the vehicle for the analysis, development, implementation, and revision of any allocation procedure designated as a scheme for the distribution of scarce fiscal resources to support educational programs.

223. Turner, C.M. Decision-making in academic government. Coombe Lodge Reports 7:12:778-783 '74.

*224. Van Wijk, A. Pilot project applies systems approach to decision planning. School Progress 40:13-16 F'71.

Effective decision-making and planning for the allocation of limited resources is of critical importance to school boards, requiring more sophisticated tools to assist administrators in arriving at viable alternatives. The project described here, the Metro Toronto York Board's Connect/Class Project, emphasizes the planning aspects of management so that actual and anticipated consequences of any contemplated changes can be evaluated.

225. Walker, George. The price of autonomy. Times Ed'l Supl 3200:25 Oct 1'76. EJ 152 783.

Argues that head teachers need to find ways of drawing all staff into a school's fundamental policy discussions.

226. Wall, W.D. Participation and education. Scottish Educational Journal 59:35:8-9 N'76.

*227. Walton, Richard E. Frontiers beckoning the organizational psychologist. Journal of Applied Behavioral Science 8:601-629 S/O'72.

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233. White, J. Kenneth, and Robert A. Ruh. Effects of personal values on the relationship between participation and job attitudes. Admin Sci Q 18:506-514 Dec'73. EJ 087 788.

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234. White, Paul E. Resources as determinants of organizational behavior. Admin Sci Q 19:366-379 Sept'74. EJ 104 123.

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235. Who controls education? Education and Urban Society F'77 (entire issue).

*236. Who makes what decisions? Ontario Education 6:23 Mr'74.

A discussion of a proposal by the Saskatchewan School Trustees Association for the establishment of a tri-party committee to study educational decision-making in Saskatchewan.

237. Wiles, David K. Community participation demands and local school response in the urban environment. Ed & Urban Society 6:451-468 Aug'74. EJ 105 115.

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238. Wiles, David K. Resource availability and policy. Educational Forum 39:295-305 Mr'75. EJ 115 234.

The purpose of this article is to document the relationship in institutionalized policy choice and conditions of resource availability in a selected societal subsystem, the schools.

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C. THESES

1. Ahluwalia, Manohar S. The Decision Making Process: A Case Study of Comprehensive High Schools. M.Ed. thesis, University of Regina, 1975. 116 p.

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   This thesis studies who controls the curriculum decision-making process in three separate countries and examines some of the consequences of each different pattern.

3. Armstrong, Gregory. The Politics of Participation. M.A. thesis, University of Toronto, 1973.

*4. Bediako, T.A. Teachers' Participation in Decision Making in Education. Master's thesis, Institute of Social Studies, The Hague, 1974. 120 p.

   An analysis of the development of public pre-university education in Ghana with special emphasis on the role played by teachers in this development.

5. Cooke, C. Graham. The Participation of Québec English Protestant Teachers in Decision-Making. M.Ed. thesis, University of Alberta, 1974.

6. Feldman, Robert Howard. Involvement in and Satisfaction with Decision Making Related to Staff and Student Behavior in IGE Schools. Technical Report No. 48. Ph.D. thesis, University of Wisconsin, 1977. 212 p. Available ERIC. ED 139 788.

   This study examines the validity of the assumption that teacher involvement in and satisfaction with decision-making is systematically related to such organizational effectiveness criteria as (a) teacher job satisfaction, (b) student achievement in reading and mathematics, and (c) student effective behavior, in elementary schools that have implemented Individually Guided Education (IGE). The focus was on one component of IGE, the multi-unit organizational structure, which is designed to facilitate open communication among school personnel, educational and institutional decision-making at appropriate levels, and accountability of educational personnel at all levels. The multi-unit school structure consists of three inter-related hierarchical levels: (1) the Instruction and Research Unit (I&R), the Instructional Improvement

Committee (IIC), and the Systemwide Program Committee (SPC). The unit of analysis for this study was the I&R unit. It was hypothesized that involvement in decision-making increases satisfaction, productivity, and organizational awareness; in IGE schools, decision-making at the I&R unit involves the administrators and teachers working together. The subjects included 41 IGE multi-unit schools listed in the 1973-74 Wisconsin Research and Development Center Directory. Unit mean scores were computed for the Decision-Making Analysis Questionnaire, the Teacher Job Satisfaction Survey, student achievement in reading and mathematics, and student self-concept. It was concluded that (1) unit teacher's perceptions of the extent of their involvement in decision-making was related to job satisfaction, and (2) unit teacher's perceptions of their satisfaction with decision-making was related to teacher job satisfaction. Future research is suggested to investigate the student's role in decision-making and its relation to student achievement. A bibliography and sample research instruments are appended.

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8. Hoen, Robert R. Participation in School-Level Program Decision-making. Ed.D. thesis, University of British Columbia, 1975.

9. Inkpen, William. A Comparison of the Present and Desired Levels of Participation by Elementary Teachers in Educational Decision Making. M.Ed. thesis, Memorial University of Newfoundland, 1975.

10. Miller, Thomas W. An Analysis of Teacher Participation in Curriculum Development for Project Canada West. Ph.D. thesis, University of Saskatchewan (Saskatoon), 1972. 229 p.

    The study sample consisted of 59 participants in 14 sub-projects teams in British Columbia, Alberta, Saskatchewan, and Manitoba.

11. Pepper, Elizabeth Frances. A Case Study of Citizen Participation: The Involvement of Adult Educators with Provincial Governments in Developing a Community College System for Saskatchewan. M.C.Ed. thesis, University of Saskatchewan (Saskatoon), 1973.

12. Ponder, A. The Effects of Involvement in Decision-making on the Productivity of Three-man Laboratory Groups. Ed.D. thesis, University of British Columbia, 1973. 150 p.

    Three-person groups were asked either to plan and implement a procedure for completing a laboratory task or only to implement a predetermined plan. The effects of these conditions on group productivity were studied.

13. Potvin, Lucienne. Perception actuelle et souhaitée de participation des enseignants par les principaux d'écoles. Maîtrise, Université de Montréal, 1973. 157 pp.

14. Yarborough, Thelma B. Teacher Attitudes Toward Participation in Decision-Making. Master's thesis, University of Maryland, 1976. 30 p. Available ERIC. ED 142 521.

Forty-two studies were reviewed to find out how teachers felt about participative decision-making. The studies were systematized into three broad categories: (a) satisfaction and morale; (b) effectiveness and productivity; and (c) leadership and supervision. The findings of the studies reviewed seemed to indicate that, with few exceptions, teachers seemed to favor participation in decision-making. Most of the investigations consisted of descriptive reports of the perceptions of faculty and other educational personnel. Part of the reason for this may be the difficulty at arriving at operational definitions for certain concepts, such as, participation, influence, climate, etc. Without operational definitions, these concepts become hard to measure. This review of the general literature on teacher attitudes toward participation in decision-making may suggest some avenues and ideas for hard research.

December 31, 1978
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40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
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